

UNDERGRADUATE • GRADUATE



2 0 0 8

2 0 0 9

# CATALOG



**Expect More. Achieve More.**

This 2008-2009 Bridgewater State College  
Catalog outlines programs of study.

This catalog can also be  
referenced on the college's Web site at  
**[www.bridgew.edu](http://www.bridgew.edu).**

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the college and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the college reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the college will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

#### STATEMENT OF STUDENT RESPONSIBILITY

The college catalog is made available to Bridgewater State College students. In all cases, the student bears ultimate responsibility for reading the catalog and following the academic policies and regulations of the college. A copy of the college catalog may be obtained by contacting the Admissions Office or may be viewed on the Web at [www.bridgew.edu](http://www.bridgew.edu).

For the most up-to-date catalog information, including changes or corrections to curriculum, course descriptions, and tuition and fees, see the BSC Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/). The Web addenda should be used in conjunction with the 2008-2009 Bridgewater State College Catalog. Information in the Catalog Web Addenda supersedes the published version of this catalog.



Since the time of its founding in 1840, the college has remained steadfast in its commitment to empower individuals and to instill in its students and faculty a deep appreciation for the public good. Upon this enduring foundation are built the following strategic priorities for the 21<sup>st</sup> century: fostering a rigorous and dynamic academic environment marked by intensive student-faculty engagement; establishing regional leadership in preparing students for challenging and emerging careers and graduate study; enhancing campus participation in diverse and global society; strengthening institutional relationships with regional partners; and developing sufficient resources for an attractive, well-staffed and technologically updated campus.

As the comprehensive public college of Southeastern Massachusetts, Bridgewater State College has a responsibility to educate the residents of Southeastern Massachusetts and the commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

While maintaining its historic focus on the preparation of teachers, Bridgewater State College provides a broad range of baccalaureate degree programs through its School of Arts and Sciences, its School of Education and Allied Studies and its School of Business. At the graduate level, the college offers the Master of Arts and Master of Science in select disciplines, as well as the Master of Arts in Teaching, the Master of Education, the Master of Public Administration, the Master of Science in Management and the Master of Social Work. In addition, Bridgewater State College prepares current and future educators for postbaccalaureate and postmaster's licensure.

Through the extensive information technology and distance education resources available at Bridgewater State College, including the unique John Joseph Moakley Center for Technological Applications, the college has made technology an integral component of teaching and learning on campus, and seeks to become a regional center for the enhancement of teaching through technology for PreK-12 teachers and college faculty.

The college's growing number of innovative academic programs helps to ensure that Bridgewater State College students are prepared to think critically, communicate effectively and act responsibly within a context of personal and professional ethics. For example, BSC's Academic Achievement Center, and particularly its first-year advising program, is often cited as a model for other institutions to follow. At the same time, the Adrian Tinsley Program for Undergraduate Research represents an unparalleled opportunity for students to work closely with faculty mentors and to present research and creative work at regional and national conferences.

Bridgewater State College benefits greatly from Connect, its regional partnership with other public higher education institutions in the region – the University of Massachusetts at Dartmouth, Massachusetts Maritime Academy, Massasoit Community College, Bristol Community College and Cape Cod Community College. Connect functions as a vehicle for coordinating the academic, administrative and development activities of public higher education in Southeastern Massachusetts, and introduces shared activities and programs among member institutions.



# Table of Contents

About the College .....	1	<b>FINANCIAL AID .....</b>	<b>30</b>	Change/Declaration of Concentration .....	48
Table of Contents .....	2	Satisfactory Academic Progress and Student Financial Aid.....	30	Change/Declaration of Major for Freshmen .....	48
Academic Calendar .....	4	Student Employment .....	31	Change of Major for Upperclassmen.....	49
History of the College .....	5	Alumni Scholarships .....	31	Change/Declaration of Minor.....	49
<b>COLLEGE COMPLIANCE</b>		Graduate Assistantships .....	31	Classification Designation.....	49
<b>POLICIES.....</b>	<b>6</b>	Other Scholarships .....	31	Course Audit .....	49
<b>ACADEMIC PROGRAMS.....</b>	<b>10</b>	Veterans' Affairs .....	31	Course Drops and Adds .....	49
Undergraduate .....	10	Air Force ROTC .....	32	Course Load.....	49
Graduate .....	11	<b>UNDERGRADUATE ACADEMIC</b>		Credit by Examination .....	49
<b>THE EDUCATIONAL</b>		<b>PROGRAMS .....</b>	<b>33</b>	Intercollegiate Athletics Eligibility...	50
<b>ENVIRONMENT.....</b>	<b>12</b>	Bachelor of Arts/Bachelor of Science .....	33	Make-up Tests and Examinations...	50
The Faculty .....	12	Bachelor of Science in Education .....	33	Prerequisites .....	50
Clement C. Maxwell Library .....	12	Major .....	33	Registration .....	50
Departmental Resources.....	12	Double Major .....	33	Transfer of Credit after Admission ..	51
Disability Resources .....	12	Concentration .....	34	Withdrawal from the College .....	51
The Online World and Technology .....	12	Minor .....	34	Withdrawal from Courses following the Drop/Add Period.....	51
International Study Tours .....	13	Core Curriculum Requirements .....	35	<b>SCHOOL OF GRADUATE</b>	
Cross Registration Programs .....	13	Directed Study.....	41	<b>STUDIES .....</b>	<b>52</b>
<b>UNDERGRADUATE ACADEMIC</b>		Internship, Practicum and Field Experience .....	41	General Policies and Procedures .....	52
<b>EXPERIENCE .....</b>	<b>14</b>	Honors Program .....	42	Academic Integrity .....	52
Learning Resources .....	14	Commonwealth Honors.....	42	Academic Dismissal.....	53
Technological Resources .....	15	Departmental Honors .....	43	Academic Probation .....	53
Opportunities for Learning Beyond the Classroom.....	15	Scholarships.....	43	Academic Standing for Graduate Students .....	53
Campus Life .....	17	Honors Center.....	43	Appeals .....	53
<b>UNDERGRADUATE</b>		Honors Events .....	43	Change of Grade.....	53
<b>ADMISSION .....</b>	<b>19</b>	Honor Societies .....	43	Change of Name and/or Address ..	53
Freshman Admission Requirements .....	19	Interdisciplinary Programs.....	43	Comprehensive Examination.....	53
Transfer Admission Requirements.....	20	<b>UNDERGRADUATE ACADEMIC</b>		Continuation or Interruption of Course Registration.....	54
Joint Admission Program.....	20	<b>POLICIES.....</b>	<b>44</b>	Course Drops and Adds .....	54
Commonwealth Transfer Compact ....	20	Academic Integrity and Classroom Conduct PolICY .....	44	Course Loads .....	54
Decision and Notification Dates .....	21	Academic Standards.....	45	Course Registration.....	54
Reinstatement and Readmission .....	21	Academic Probation .....	45	Deadlines.....	54
International Admission.....	22	Academic Separation.....	45	Directed or Independent Study.....	55
Program for Registered Nurses .....	22	Satisfactory Academic Progress .....	45	Grading System .....	55
New England Regional Student Program.....	22	Awarding of Undergraduate Degrees ..	46	Graduate and Undergraduate Credit.....	55
Advanced Standing .....	22	Commencement Ceremony.....	46	Graduate Assistantships .....	55
Advanced Placement Program .....	22	Degree Application.....	46	Graduate Research Assistantship ..	55
College-Level Examination Program (CLEP).....	22	Graduation Requirements .....	46	Graduation Application.....	55
Second Degree Option.....	24	Graduation with Honors .....	47	Graduation Dates .....	56
Non-Degree Status .....	24	Grading System .....	47	Graduation Requirements.....	56
<b>TUITION AND FEES.....</b>	<b>25</b>	Audit .....	47	Immunization Requirements for Graduate Students .....	56
Application Fees.....	25	Change of Grade.....	47	Incomplete .....	56
Tuition and Fees .....	25	Dean's List .....	47	Program and Course Prerequisites .....	56
Semester Residence Hall and Dining Charges .....	26	Grade Point Average.....	47	Repeat Course Policy .....	56
Tuition Management Plan.....	26	Incomplete.....	48	Research.....	56
Refund Policy .....	26	Mid-Semester Warning Notices.....	48		
Return of Financial Aid Policy.....	27	Repeat Courses .....	48		
Tuition and Fees Summary .....	28	Registration and Enrollment Policies ..	48		
		Attendance Policy.....	48		



# Table of Contents

Satisfactory or Reasonable Progress.....	56	Master of Social Work .....	65	MEd PreK-12 Education (For	
Statute of Limitations – Program		Certificate of Advanced Graduate		Educators in Non-U.S. Settings).....	168
and Courses.....	56	Study .....	65	CAGS in Education .....	168
Thesis .....	57	Collaborative CAGS/EdD Program.....	65	Collaborative CAGS/EdD Program .....	168
Transfer Credit.....	57	<b>SCHOOL OF ARTS AND</b>		Department of Counselor	
Withdrawal from Courses .....	58	<b>SCIENCES</b> .....	<b>66</b>	Education .....	169
Withdrawal from the College.....	58	Undergraduate Programs.....	67	Department of Elementary and Early	
Graduate Programs .....	58	Graduate Programs .....	68	Childhood Education .....	176
Master of Arts .....	58	Department of Anthropology .....	69	Department of Movement Arts, Health	
Master of Arts in Teaching .....	58	Department of Art .....	72	Promotion and Leisure Studies.....	184
Master of Education .....	58	Department of Biological Sciences .....	76	Department of Secondary Education	
Master of Public Administration .....	58	Department of Chemical Sciences .....	82	and Professional Programs .....	200
Master of Science.....	59	Department of Chemical Sciences .....	82	Undergraduate Programs.....	200
Master of Science in Management...59		Department of Communication		Graduate Programs .....	202
Certificate of Advanced Graduate		Studies.....	85	Accelerated Postbaccalaureate	
Study .....	59	Department of Criminal Justice .....	89	Program (APB) .....	203
Doctor of Education .....	59	Department of Earth Sciences .....	93	Master of Arts in Teaching .....	203
Postbaccalaureate Licensure		Department of English.....	97	Educational Leadership Graduate	
Programs.....	59	Department of Foreign Languages ....	102	Program.....	204
Postmaster's Licensure Programs .....	59	Department of Geography .....	105	Library Media Graduate	
Educator Licensure.....	59	Department of History .....	108	Program.....	207
Graduate Certificate Programs .....	60	Department of Mathematics and		Instructional Technology	
<b>GRADUATE ADMISSION</b> .....	<b>60</b>	Computer Science .....	114	Graduate Program .....	207
Admission Standards.....	60	Department of Music.....	118	Department of Special Education and	
Postbaccalaureate Licensure		Department of Philosophy .....	122	Communication Disorders.....	209
Programs .....	60	Department of Physics.....	124	<b>INTERDISCIPLINARY AND</b>	
Accelerated Postbaccalaureate		Department of Political Science .....	127	<b>PREPROFESSIONAL</b>	
Licensure Program.....	60	Department of Psychology .....	133	<b>PROGRAMS</b> .....	<b>218</b>
Master of Arts in Teaching .....	61	Department of Social Work .....	138	<b>COURSE DESCRIPTIONS</b> .....	<b>228</b>
Master's Degree Programs.....	61	Department of Sociology .....	142	Course Numbering System.....	228
CAGS and Postmaster's Licensure		Department of Theater and Dance ....	145	Core Curriculum Notations .....	228
Programs .....	62	<b>SCHOOL OF BUSINESS</b> .....	<b>149</b>	Prerequisite Notations .....	228
Application Procedures.....	62	Department of Accounting and		Semester Notations .....	228
International Student Admission		Finance.....	150	Former Course Number Notations.....	228
Requirements.....	63	Department of Aviation Science .....	154	Cross-Listed Courses .....	228
Admission Decisions.....	63	Department of Economics.....	157	Meeting Times.....	228
Action by the Department .....	63	Department of Management .....	158	<b>CORE CURRICULUM COURSE</b>	
Action by the Educator		<b>SCHOOL OF EDUCATION</b>		<b>NOTATIONS</b> .....	<b>229</b>
Licensure Office.....	63	<b>AND ALLIED STUDIES</b> .....	<b>162</b>	<b>COURSE SUBJECT CODE</b>	
Action by the School of Graduate		Undergraduate Programs.....	163	<b>KEY</b> .....	<b>230</b>
Studies .....	64	Postbaccalaureate, Graduate and		<b>COURSE DESCRIPTIONS</b> .....	<b>231</b>
Change in Program .....	64	Postmaster's Programs .....	163	Board of Trustees.....	429
Graduate Advisers and Graduate		Licensure of Educational		Officers of the College.....	430
Program Planning.....	64	Personnel.....	164	Administrative and Other College	
<b>GRADUATE PROGRAM</b>		Admission to and Retention in		Offices .....	431
<b>REQUIREMENTS</b> .....	<b>64</b>	Professional Education Programs –		Faculty .....	434
Master of Arts .....	64	Undergraduate Students.....	165	Librarians.....	447
Master of Arts in Teaching .....	64	Admission to and Retention in		Index .....	448
Master of Education .....	64	Professional Education Programs –		Map.....	452
Master of Public Administration .....	65	Postbaccalaureate/Graduate		Accreditations and	
Master of Science.....	65	Students .....	166	Certifications.....	Inside back cover
Master of Science in Management.....	65	Admission to, Retention in and Exit			
		from Professional Education			
		Programs – MAT, MEd, CAGS .....	167		



The regular academic year consists of two semesters (fall and spring) of approximately 15 weeks each. The college also holds two summer sessions of approximately five weeks each.

## FALL SEMESTER – 2008

### September

1 (Monday)	Labor Day – No classes
3 (Wednesday)	Fall classes begin
17 (Wednesday)	Senior Convocation (12:20 PM classes only are cancelled)

### October

13 (Monday)	Columbus Day – No classes
21 (Tuesday)	End of first quarter
22 (Wednesday)	Beginning of second quarter

### November

11 (Tuesday)	Veterans' Day – No classes
12 (Wednesday)	Tuesday schedule of classes (Wednesday classes will not meet on 11/12)
26 (Wednesday)	Thanksgiving recess begins at the close of <u>day</u> classes. Evening classes will not be held.

### December

1 (Monday)	Classes resume
9 (Tuesday)	Tuesday evening class final exam
10 (Wednesday)	Fall semester day classes end
11 (Thursday)	Reading Day (day classes only); Thursday evening class final exam
12 (Friday)	Fall semester day final exams begin
15 (Monday)	Monday evening class final exam
17 (Wednesday)	Wednesday evening class final exam
18 (Thursday)	Fall semester day final exams end

## SPRING SEMESTER – 2009

### January

19 (Monday)	Martin Luther King Jr. Day – No classes
21 (Wednesday)	Spring classes begin
30 (Friday)	Winter Undergraduate Commencement

### February

16 (Monday)	Presidents' Day – No classes
18 (Wednesday)	Monday schedule of classes (Wednesday classes will not meet on 2/18)

### March

9 (Monday)	Spring break begins
13 (Friday)	Spring break ends
16 (Monday)	Classes resume
17 (Tuesday)	End of third quarter
18 (Wednesday)	Beginning of fourth quarter

### April

20 (Monday)	Patriots' Day – No classes
30 (Thursday)	Thursday evening class final exam

### May

4 (Monday)	Spring semester day classes end
5 (Tuesday)	Reading Day (day classes only); Tuesday evening class final exam
6 (Wednesday)	Spring semester day final exams begin; Wednesday evening class final exam
11 (Monday)	Monday evening class final exam
12 (Tuesday)	Spring semester day final exams end
13 (Wednesday)	Spring Graduate Commencement
16 (Saturday)	Spring Undergraduate Commencement

## SUMMER SEMESTER – 2009

### May

26 (Tuesday)	Summer Session I classes begin
--------------	--------------------------------

### June

29 (Monday)	Summer Session I classes end
-------------	------------------------------

### July

6 (Monday)	Summer Session II classes begin
------------	---------------------------------

### August

7 (Friday)	Summer Session II classes end
------------	-------------------------------



Founded by American public education pioneer Horace Mann in 1840, Bridgewater State College has grown from its first home – a single room in the basement of Bridgewater Town Hall – to become the largest of the nine Massachusetts state colleges and the fourth largest of the 29 public college and university campuses in the commonwealth.

Approximately 10,000 full-time and part-time undergraduate and graduate students are enrolled at the college; the full-time faculty numbers 300-plus, representing a net gain of more than 50 since 2002; and more than 90 undergraduate and graduate programs are offered by the college's four schools (School of Arts and Sciences, School of Education and Allied Studies, School of Business and School of Graduate Studies). The 270-acre campus is home to 38 academic, administrative and residential buildings.

Alumni and friends have raised more than \$17 million to support faculty and student research, a myriad of undergraduate and graduate scholarships, international study opportunities and award-winning publications. These private investments complement growing levels of public support for the institution. In recent years, the college and the commonwealth have committed nearly \$3 million for classroom upgrades, \$7 million for an extensive library renovation and \$38 million for a new residence hall. Over the next several years, the college plans to complete a top-to-bottom renovation and expansion of two residence halls, modernize its athletic facilities and construct a \$100-million science facility.

Vital to the long-term success of the institution is its recognition throughout the state and nation as an educational leader in the use of technology to improve teaching and learning. The first step in that direction took place in 1992, when Bridgewater State College secured a \$10-million federal grant – at the time, the largest federal grant ever awarded to a state college in the United States – to build what has become the John Joseph Moakley Center for Technological Applications. Today, all incoming students are required to carry and use notebook computers. For two consecutive years, *Yahoo! Internet Life* magazine named Bridgewater State College among the "100 Most-Wired Universities and Colleges in America," and the college earned the number six spot on Intel Corporation's "Most Unwired College Campuses Survey" in 2005.

Together, these developments have combined to strengthen the college's academic mission and expand its public service role. They were built on a series of initiatives that trace back to 1960, a watershed year in the life of the college. It was then that the college began making a full-scale transition from an exclusively teacher-training institution to a comprehensive liberal arts college, offering students a variety of academic disciplines at the undergraduate and graduate level.

Until that time, the college had been relatively small – approximately 500 students – but enjoyed a national and international reputation for excellence in teacher preparation. The preparation of the next generation of quality teachers remains a top priority for Bridgewater State College, as evidenced by the institution's celebration of 50 years of accreditation by the National Council for Accreditation of Teacher Education.

During its time as a normal school, countless faculty and administrators nurtured the school carefully, despite varying degrees of support from the state, and overcame a host of difficult and sometimes dire situations, including a disastrous fire in 1924 that destroyed several of the few buildings that existed on the campus at that time.

While the college's earliest years were times of great challenge, the efforts never flagged to continue strengthening the curriculum, and each succeeding generation left Bridgewater State College stronger than the generation that went before. The thriving and dynamic institution we see today is the best evidence of the success of that enduring commitment.



The material that follows includes a summary of the federal and state legal requirements and specific college policies related to nondiscrimination, harassment, hazing, alcohol and drug policies, safety and security measures and confidentiality of student records. For a copy of the complete policy statements or further information, please contact the appropriate office as indicated in each policy section.

## POLICY ON NONDISCRIMINATION AND AFFIRMATIVE ACTION

Bridgewater State College does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, genetic information, marital status, political belief or affiliation, or veteran status. The college complies with executive orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws, regulations and executive orders; directives of the Board of Higher Education; the Boards of Trustees of the Massachusetts State Colleges and the Commonwealth of Massachusetts; and other applicable local, state and federal statutes.

Anyone believing that he or she has experienced discrimination and/or adverse treatment may register a complaint with the Office of Affirmative Action, Boyden Hall, Room 226, 508.531.1241; the vice president for student affairs, Boyden Hall, Room 106, 508.531.1276, TTY 508.531.1384; or write to the Office for Civil Rights, Washington, D.C.

For specific information regarding college policies related to racial harassment, sexual harassment or disabilities discrimination, please contact the Office of Affirmative Action, Minority Affairs and Equal Opportunity, the Office of Student Affairs or refer to the *Bridgewater State College Student Handbook*.

## CONFIDENTIALITY OF STUDENT RECORDS

Bridgewater State College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which governs access to and release of information contained in student educational records. Students have the right to review their educational records, request the amendment of their records if they believe that inaccuracies exist, and consent to disclosures of personally identifiable information contained in their records. Students also have the right to file written complaints with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged violations of this act. Additional information regarding this act may be found in the *Bridgewater State College Student Handbook* and on the Web ([www.bridgew.edu/registrar](http://www.bridgew.edu/registrar)). For specific questions, please contact the Registrar's Office, Boyden Hall, Room 003.

## THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

Bridgewater State College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

### Annual Report

Colleges have to publish an annual report every year by Oct. 1 that contains three years of campus crime statistics and also certain security policy statements including sexual assault policies, the law enforcement authority of campus police, and where students should go to report crimes. These statistics and policy statements may be found in the *Bridgewater State College Student Handbook*.

### Crime Statistics

Colleges must disclose crime statistics for the campus, public areas immediately adjacent to the campus, and certain non-campus facilities including Greek housing and remote housing. The statistics must be gathered from campus and local police, and college officials that have "significant responsibility for student and campus activities."

### Access to Timely Information

Colleges are also required to provide "timely warnings" and a separate but more extensive public crime log. The Bridgewater State College Police Department issues "Campus Safety Alert Bulletins" whenever a major crime or other significant incident may potentially affect the safety or security of the campus community. The department also maintains a daily police log that is accessible to the public. The police log and any "Campus Safety Alert Bulletins" that are issued are also provided for publication in the college newspaper, *The Comment*.

## HAZING

Hazing is unlawful in Massachusetts. Bridgewater State College supports the law. Hazing means "... any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Any person who is a principal organizer or participant in the crime of hazing shall be punishable by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. Please refer to the *Bridgewater State College Student Handbook* for the complete college policy statement on hazing.



## INAPPROPRIATE BEHAVIORS THAT COMPROMISE THE SAFETY AND SECURITY OF BRIDGEWATER STATE COLLEGE THAT WILL NOT BE TOLERATED

Student Conduct Code violations, such as those on the following list, may lead to a student suspension or dismissal from Bridgewater State College once the determination of responsibility has been made. Immediate interim suspension pending a hearing will occur whenever the accused student is deemed a safety threat. Violations include but are not limited to:

- arson
- creating or false reporting of bombs
- illegal drug possession and/or distribution
- illegal occupation of a building
- possession or discharge of illegal weapons
- rape or other sexual assault
- resisting arrest
- destruction of property including electronic property medium
- inciting a riot
- stalking
- driving under the influence of alcohol or drugs
- hate crimes
- hazing
- illegal alcohol distribution
- murder
- physical assault
- threatening
- tampering with fire safety equipment including pulling a false fire alarm
- use of a false identification card or providing false identification to others

For information on the college conduct code and judicial process, please refer to the *Bridgewater State College Student Handbook* or contact the Office of Student Affairs, Boyden Hall, Room 106.

## THE MASSACHUSETTS CLEAN INDOOR ACT (MASSACHUSETTS GENERAL LAWS, CHAPTER 270, SECT. 22)

The Massachusetts Clean Indoor Air Act requires that smoking be prohibited at colleges within the commonwealth except in areas designated by the college as smoking areas. Effective Jan. 1, 1993, the college became smoke-free. All indoor smoking is prohibited. Students and employees interested in participating in smoking cessation programs may obtain information from the Office of Health Services, Tillinghast Hall, Room 001; or the Office of Human Resources, Boyden Hall, Room 103.

## DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Bridgewater State College has adopted and implemented programs to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

College policy prohibits the possession, consumption, storage or service of alcohol by students and/or their guests, except by persons 21 years of age or older who are in transit to (not being consumed, stored or served) or at approved or licensed locations, such as the Great Hill Student Apartments and within the limits of state and local laws and college policy.

The unlawful possession, use or distribution of illegal drugs on college property or at college activities is also prohibited. Sanctions are imposed by the college on students and employees who violate the college alcohol and drug policy.

For information on specific college policies pertaining to alcohol and illegal drugs, sanctions for violations of the alcohol and drug policy, campus resources and referral agencies, please refer to the *Bridgewater State College Student Handbook* or contact the Office of Student Affairs, Boyden Hall, Room 106; the Alcohol/Drug Program, Tillinghast Hall, Room 010; or the Office of Human Resources, Boyden Hall, Room 103.

## VOTER REGISTRATION ACT

(Massachusetts General Laws, Chapter 51, Sect. 42E)

The law requires all colleges to make available voter registration forms to all students enrolled in a degree or certificate program and physically in attendance at the institution. Massachusetts residents will find such forms at the Bridgewater State College Web page ([www.bridgew.edu](http://www.bridgew.edu) – click on BSC Students) and at the Campus Center Information Booth. Out-of-state students who want to vote in their home state must use either a mail-in form supplied by an election official in the home state or the federal mail-in affidavit of voter registration. The latter may be obtained by writing or calling the Massachusetts Elections Division, Room 1705, McCormack Building, One Ashburton Place, Boston, MA 02108, 617.727.2828 or 1.800.462.8683; through the BSC Web site listed above; or through [www.state.ma.us/sec/electu/stuidx.htm](http://www.state.ma.us/sec/electu/stuidx.htm).

## STUDENT RIGHT TO KNOW – DISCLOSURE OF INSTITUTIONAL GRADUATION RATES

Bridgewater State College is pleased to provide the following information regarding our institution's graduation rates. The information is provided in compliance with the Higher Education Act of 1965, as amended.

During the fall semester of 2000, a cohort of 1,139 first-time, full-time, degree-seeking undergraduate students entered Bridgewater State College. After six years (as of Aug. 31, 2007), 48% of these students had graduated from our institution. The four-year average graduation rate (for fall 1998 through fall 2001 cohorts) is 49%.

The most updated information regarding the college's graduation rates is available at [www.bridgew.edu/depts/ir/keyelements.cfm](http://www.bridgew.edu/depts/ir/keyelements.cfm).



**While reviewing this information, please bear in mind:**

The graduation rate is based on students who completed the bachelor's program within six years (150% of normal time).

The graduation rate does not include students who transferred to other higher education institutions or interrupted their course of study (e.g., students on leave, students who left school to serve in the armed forces, official church mission, or the foreign service of the federal government, or students who are deceased or permanently disabled and thus unable to return to school).

For specific questions regarding graduation rates, please contact the Office of Institutional Research and Assessment.

## TEACHER PREPARATION PROGRAMS AND EDUCATOR LICENSURE TEST PASS RATES

Bridgewater State College offers 18 undergraduate and postbaccalaureate programs leading to initial teaching licensure. All candidates enrolled in teacher-licensure programs must have a major in an arts and sciences discipline in addition to their education course sequence, and all candidates are exposed to actual K-12 classrooms throughout their teacher preparation program. Bridgewater's School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Elementary and Secondary Education (NCATE). All of the college's initial teacher preparation programs are approved by the Massachusetts Department of Elementary and Secondary Education, and 13 programs are approved at the national level by recognized professional organizations.

Total number of students enrolled in teacher preparation, all specializations, in academic year 2006-2007:	1952
Number of students in supervised student teaching in academic year 2006-2007	397
Number of faculty members who supervised student teachers:	
Full-time faculty in professional education:	27
Part-time faculty in professional education but full-time in the institution:	6
Part-time faculty in professional education, not otherwise employed by the institution:	74
Total faculty student teaching supervisors:	107
Student teacher/faculty ratio:	3.7
The average number of student teaching hours per week:	30
The total number of weeks of supervised student teaching required:	15
Average total number of hours required:	450

To be licensed to teach in Massachusetts, candidates must pass three educator licensure tests: a communication and literacy skills battery (reading and writing) and a test in their academic content area. The following table reports pass rates for each of the tests required for teacher licensure.



## Massachusetts Tests for Educator Licensure® (MTEL)

### Annual Institution Report

Program Year: 2006-2007

Number of Program Completers: 377

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
CommLit Reading	314	314	100%	100%
CommLit Writing	315	315	100%	99%
<b>Aggregate</b>	<b>317</b>	<b>317</b>	<b>100%</b>	<b>99%</b>
<b>Academic Content Areas</b>				
013 Biology	7	--	--	100%
012 Chemistry	1	--	--	94%
002 Early Childhood	36	36	100%	98%
014 Earth Science	2	--	--	100%
007 English	28	28	100%	99%
090 Foundations of Reading	222	208	94%	98%
003 General Curriculum	195	192	98%	99%
006 History	15	15	100%	98%
009 Mathematics	19	18	95%	97%
047 Middle School Mathematics	8	--	--	100%
016 Music	3	--	--	100%
022 Physical Education	12	12	100%	99%
048 Political Science/Political Philosophy	1	--	--	100%
008 Reading Specialist	2	--	--	99%
028 Spanish	7	--	--	96%
017 Visual Art	13	13	100%	99%
<b>Aggregate</b>	<b>571</b>	<b>552</b>	<b>97%</b>	<b>99%</b>
<b>Other Content Areas</b>				
021 Health Education	1	--	--	100%
<b>Aggregate</b>	<b>1</b>	<b>--</b>	<b>--</b>	<b>100%</b>
<b>Summary Totals and Pass Rate</b>				
	<b>357</b>	<b>339</b>	<b>95%</b>	<b>98%</b>



## UNDERGRADUATE MAJORS

Thirty-one undergraduate majors are currently offered. For more detailed information, see requirements listed in the appropriate department of this catalog.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

### Accounting and Finance

*Concentrations:*  
Accounting  
Finance

### Anthropology

*Concentrations:*  
Cultural Anthropology  
General Anthropology  
Public Archaeology

### Art

*Concentrations:*  
Art Education  
Art History  
Crafts  
Fine Arts  
Graphic Design  
Photography

### Athletic Training

### Aviation Science

*Concentrations:*  
Aviation Management  
Flight Training

### Biology

*Concentrations:*  
Biomedical/Molecular Biology  
Environmental Biology  
General Biology

**Business**—see Management and Accounting and Finance

### Chemistry

*Concentrations:*  
Biochemistry  
Environmental Chemistry  
Professional Chemistry

### Chemistry-Geology

### Communication Studies

*Concentrations:*  
Corporate Communication  
Individualized  
Media Studies and Communication Technologies  
Speech Communication  
Dance Education  
Theater Arts  
Theater Education

### Computer Science

### Criminal Justice

### Early Childhood Education

*Concentration:*  
Early Education and Care (PreK-K)

### Earth Sciences

*Concentrations:*  
General  
Environmental Geosciences  
Geology

### Economics

### Elementary Education

### English

*Concentrations:*  
English Education (High School, Middle School)  
Writing

### Geography

### Health Education

*Concentrations:*  
Community Health  
School Health

### History

*Concentration:*  
Military History

### Management

*Concentrations:*  
General Management  
Energy and Environmental Resources Management  
Global Management  
Information Systems Management  
Marketing  
Operations Management  
Transportation

### Mathematics

### Music

*Concentration:*  
Music Education

### Philosophy

*Concentration:*  
Applied Ethics

### Physical Education

*Concentrations:*  
Coaching  
Exercise Science/Health Fitness  
Motor Development Therapy/Adapted Physical Education  
Recreation  
Recreation and Fitness Club Administration  
Teacher Licensure available in:  
Physical Education (PreK-8)  
Physical Education (5-12)

### Physics

*Concentrations:*  
General Physics  
Professional Physics

### Political Science

*Concentrations:*  
American Politics  
International Affairs  
Legal Studies  
Public Administration



## Psychology

*Concentrations:*

Child Psychology  
Industrial and Organizational Psychology  
Medical and Health Psychology

## Social Work

## Sociology

*Concentrations:*

City, Community and Region  
Education  
Global Studies

## Spanish

## Special Education

*Concentration:*

Communication Disorders

Elementary Education

Health Promotion

Instructional Technology

PreK-12 Education (For Educators in  
non-U.S. settings)

Reading

Special Education

*Concentrations:*

Moderate Disabilities

Severe Disabilities

## Master of Public Administration (MPA)

*Concentrations:*

Civil and Nonprofit Leadership and  
Administration

Sustainable Community Development

## Master of Science (MS)

Athletic Training

Computer Science

Criminal Justice

*Concentrations:*

Administration of Justice

Crime and Corrections

Physical Education

*Concentrations:*

Adapted Physical Education

Applied Kinesiology

Human Performance and Health

Fitness

Strength and Conditioning

## Master of Science in Management (MS)

*Concentrations:*

Accounting

Marketing

Organization Development

Technology Management

## Master of Social Work (MSW)

## Certificate of Advanced Graduate Study (CAGS)

Educational Leadership

Mental Health Counseling

Reading

School Counseling

## Doctor of Education (EdD)

*(Collaborative program with the University  
of Massachusetts - Lowell)*

Educational Leadership  
Reading

## Postbaccalaureate Licensure Programs

Early Childhood Education

Educational Leadership

Elementary Education

Health (Health, Family and  
Consumer Sciences)

Instructional Technology

Physical Education

Secondary Education

(Middle School/High

School/PreK-12 Specialist)

Special Education

## Postmaster's Licensure Programs

Educational Leadership

School Counseling

## Postbaccalaureate Licensure Programs

Early Childhood Education

Educational Leadership

Elementary Education

Health (Health, Family and Consumer  
Sciences)

Physical Education (Middle School/High  
School/PreK-12 Specialist)

Special Education

## Postmaster's Licensure Programs

Educational Leadership

School Counseling

## GRADUATE PROGRAMS

For complete information about graduate degrees and concentrations, and post-baccalaureate programs, see the "School of Graduate Studies" section of this catalog or visit [www.bridgew.edu/sogs/](http://www.bridgew.edu/sogs/).

## Master of Arts (MA)

English

*Concentration:*

Creative Writing

Psychology

## Master of Arts in Teaching (MAT)

Biology

Creative Arts

English

History

Mathematics

Music Education

Physical Science

Physics

## Master of Education (MEd)

Counseling

*Concentrations:*

Mental Health Counseling

Mental Health Counseling – Dual  
License

School Counseling

Student Affairs Counseling

Early Childhood Education

Educational Leadership



A diverse array of academic programs, close association with a superb faculty, extensive online and technological resources, opportunities to learn and grow outside of the classroom, and a supportive network of advisers and counselors are the key elements of the academic environment at Bridgewater State College.

A wide variety of service learning, study abroad, cultural and social activities complement the learning process and add rich dimensions to the total academic experience.

The college is committed to fostering student success. Faculty and staff strive to help each student work to achieve her or his full potential. The college's long tradition of academic excellence is built upon a foundation of challenging studies, an intellectually stimulating atmosphere, and a tradition of community service and partnership.

Rapid advances in technology have created new opportunities for learning and require new skills in the ability to assimilate complex ideas.

---

## THE FACULTY

Bridgewater State College has an outstanding faculty of women and men who are dedicated to teaching as a career, not just a vocation. Bridgewater State College professors are nationally recognized for their expertise in their fields of study. Ninety percent hold terminal degrees in their fields and many faculty members serve as consultants and advisers to corporations, nonprofit organizations, school systems and government agencies. Other faculty provide leadership to professional societies and conduct pioneering research in their respective fields. Students may work closely with faculty through a variety of means including internships, research or the Honors Program.

---

## CLEMENT C. MAXWELL LIBRARY

Conveniently located on West Campus, Maxwell Library is a hub of activity. Not only does the library house a number of academic and administrative departments, faculty offices and classrooms, it also provides a variety of information resources and electronic tools for student and faculty use in a comfortable and inviting environment. Open more than 90 hours each week, the library is staffed by highly qualified professionals and support personnel skilled at satisfying reference and research needs.

The library's core collection of print and electronic materials is complemented by a substantial collection of videos, DVDs and CDs. Students and faculty can discover the wealth of books, newspapers, periodicals, sound recordings and movie titles using the library's online public access catalog, Webster. With approximately 300,000 volumes, more than 31,000 periodical subscriptions and nearly 100 electronic bibliographic and full-text article databases, the library provides students and faculty with access to a breadth of information sources supporting their classroom and research needs. The library is dedicated to providing resources in all subject disciplines taught by the college's faculty.

Because the library has both hard-wired and wireless networks, students can work anywhere in the building using their

notebook computers. They can also use the desktop computers to search the catalog and Web site, [www.bridgew.edu/library](http://www.bridgew.edu/library). Since most of these computers include a suite of applications such as Microsoft Word and Excel, students can find information resources and complete their course assignments at the same time. The library is a dynamic learning place.

---

## DEPARTMENTAL RESOURCES

The college offers extensive computer facilities for instructional purposes and resources that range from a Zeiss Electron Microscope in the Department of Biological Sciences and an astronomy observatory in the Department of Physics to a writing studio offered by the Department of English.

Facilities for weaving, ceramics, sculpture and painting are available in the Department of Art. A flight simulator is provided in the Department of Aviation Science. These and many other resources support the educational mission of the college and ensure that Bridgewater State College students can learn and apply contemporary knowledge and skills.

Additional resources may be found in each academic department section of this catalog.

---

## DISABILITY RESOURCES

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Bridgewater State College is committed to making its facilities, services and programs accessible to all students. The Office of Disability Resources offers support and assistance to students with disabilities who are enrolled in the college.

Individuals with disabilities are encouraged to identify with the Office of Disability Resources and provide appropriate documentation that is evaluated on a case-by-case basis. Services and academic accommodations may include, but are not limited to, adaptive technology, testing accommodations, alternate format materials, interpreter services, priority registration, peer mentoring and leadership advocacy.

Students must request services in a timely manner by contacting the Office of Disability Resources, located in the Academic Achievement Center in the Clement C. Maxwell Library, or call 508.531.1214 or 508.531.6113 TTY. Further information on Disability Resources services, programs and policies may be found on the Web page at [www.bridgew.edu/aac/disability\\_resources.cfm](http://www.bridgew.edu/aac/disability_resources.cfm)

---

## THE ONLINE WORLD AND TECHNOLOGY

### Blackboard and InfoBear

Many of the courses at Bridgewater State College are enhanced by course Web sites developed through the Blackboard learning portal. Using their personal Blackboard account, students enroll in their course Web sites; gain access to course syllabi, materials and other information posted by the professors; engage in online discussions; collaborate with fellow students; view grades on assignments and tests in a course; and sometimes even take quizzes or prepare for exams in the online environment.



InfoBear is a Web-based service provided by Bridgewater State College to allow quick and convenient access to each student's course enrollment, transcripts showing progress toward graduation, course grades and other information. Students also register for courses through InfoBear, which is available through the college Web site and requires a student identification number and personal identification number.

## Web-Based Courses

Learning in our society is no longer limited to the classroom, and it is important for lifelong learning for students to be able to learn from a variety of information sources. Bridgewater State College students have the opportunity to take courses delivered by a range of technologies. In addition to the many courses that use Blackboard to enhance the learning experience, the college also offers Web-based courses that are offered primarily over the Internet. Requirements include access to a notebook or desktop computer with printer and Internet connection, Web browsing capability and e-mail. Instructors determine the mix of technologies that are employed in their courses. For most Web-based courses, a certain number of class meetings on campus may still be required.

## Wireless Network

Bridgewater State College has provided wireless network connectivity across the entire campus since fall 2001. Staff, faculty, students and visitors with wireless-enabled notebook computers are able to connect to the network from anywhere on campus, including classrooms, labs, offices, lounges, the library and outdoors. This enables users to access the Internet, read e-mail and connect to all of the college's online resources at any time. Due to wireless access points being placed throughout the college campus, students can walk from one side of the campus to the other while remaining connected to the network.

## John Joseph Moakley Center for Technological Applications

The Moakley Center has been supporting the technology needs of Bridgewater State College students as well as the region's educators and businesses since its opening in 1995. The Moakley Center is a technology-integrated, 50,000-square-foot learning venue that focuses the power of technology on its guiding principle that education is a lifelong process.

A 213-seat amphitheater features a full complement of the latest multimedia presentation technologies. Its television/video production facility grants access to digital editing and complete teleconference capabilities for students, businesses and educators. Several multimedia training rooms offer the latest in technology-enhanced learning.

A variety of technology-based resources and programs is housed in the Moakley Center. These include the RiverNet Watershed Access Lab, CityLab, the Teaching and Technology Support Center, a digital music classroom, the Center for the Advancement of Research and Teaching (CART) and the GeoGraphics Laboratory.

## INTERNATIONAL STUDY TOURS

Short-term, faculty-led study tours to international locations are offered for undergraduate or graduate college credit. Each course is designed by a Bridgewater State College faculty member according to his/her regional and academic expertise, providing an opportunity for students to explore, firsthand, societies quite different from their own. These courses, which vary in length from 10 days to five weeks, are offered during winter intersession, spring break and summer. Study tour destinations have included Japan, Peru, Cuba and Ireland. The Bridgewater-at-Oxford program offers three weeks of summer study at Oxford University in England with a choice of political science/law, art history, English literature or English history. Students from all majors and academic classes are encouraged to participate. For more information contact the Office of International Programs, Maxwell Library, 508.531.6183 or visit [www.bridgew.edu/international/](http://www.bridgew.edu/international/).

## CROSS REGISTRATION PROGRAMS

### CAPS

College Academic Program Sharing (CAPS) is designed to provide full-time students attending a Massachusetts state college the opportunity to study at another state college to add a different or specialized dimension to their undergraduate studies. Students may participate for one or two semesters and complete up to 30 semester hours of credit without going through formal admissions or registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State College. Courses taken under the CAPS program are not included in the student's GPA. All BSC students who wish to cross-register as part of the CAPS program must apply through the Registrar's Office, Boyden Hall. Students from another college who wish to take courses at BSC through CAPS must work with the Registrar's Office at their home institution.

### SACHEM

Through the Southeastern Association for Cooperation of Higher Education (SACHEM) program, qualified full-time students may cross-register for up to two courses each semester without going through formal registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State College. Courses taken under the SACHEM program are not included in the student's GPA. Schools participating in this program include Bristol Community College, Cape Cod Community College, Dean College, Massachusetts Maritime Academy, Massasoit Community College, Stonehill College, University of Massachusetts at Dartmouth and Wheaton College. All BSC students who wish to cross-register as part of the SACHEM program must apply through the Registrar's Office, Boyden Hall. Students from another college who wish to take courses at BSC through SACHEM must work with the Registrar's Office at their home institution.



## LEARNING RESOURCES

Bridgewater State College's undergraduate program provides fundamental knowledge in different areas of study as well as specialized, in-depth knowledge and skills in a major area. Each student acquires the knowledge and skills to communicate effectively, think logically, work quantitatively, and evaluate and assimilate information from a variety of sources. These skills are critically important to a life of learning and personal and professional growth.

The core of the Bridgewater State College academic experience is the study of liberal arts. Every student, regardless of major, completes the core curriculum – a general course of study that provides a foundation for studies in each major. Distribution requirements include fine and performing arts, humanities, natural sciences and social/behavioral sciences. Most of the core curriculum is completed during the first two years of college, with the last two years focused on the major field of study.

Emphasis is placed on reading, writing and oral communication skills. Business executives rank proficiency in communication as the most important skill an employee can possess. The ability to collect and integrate information, organize one's ideas, express these ideas logically and clearly, and respond to the ideas of others is rooted in language skills.

The college has a rich and varied array of majors, minors and program options. For the undergraduate student, there is a broad spectrum of more than 100 such possibilities.

## THE ACADEMIC ACHIEVEMENT CENTER

The Academic Achievement Center houses a variety of programs and services that support the adjustment to college and the academic success of students. The Academic Achievement Center is located on the ground floor of the Maxwell Library and includes the following programs:

### The Haughey Academic Advising Program

The advising program serves freshmen and all other students who have yet to declare an academic major. Freshmen are introduced to the advising program during orientation and participate in a number of group and individual advising sessions throughout the academic year. The focus of the advising program is on helping each student plan a program of study and make a successful and happy transition to college life.

### Enrichment Program

A variety of services is available to help strengthen those skills most essential to effective learning both in college and throughout life.

The program is based on the college's commitment to provide students with every opportunity to build upon strengths they have while correcting any deficiencies. This assistance is provided through specialized courses in English and mathematics and through resources such as Studying and Research Services, the Writing Studio, Mathematics Services, Communication Laboratory, Second Language Services and Disability Resources. Tutorial assistance is also provided.

Students needing assistance may be referred by faculty or staff. A student may also request special help, which the college may provide.

### Learning Assistance Services

Students may receive assistance through the following services offered in the Academic Achievement Center:

**Communication Lab** – Students are assisted with preparation of oral presentations through services that teach strategies for topic selection, outline development and research, as well as through opportunities for presentation practice.

**Mathematics Services** – Students participate in individual or small-group tutoring and have access to a variety of video and computer materials to support mastery of mathematics concepts and skills.

**Studying and Research Services** – Students are helped to develop strategies for managing the demands of college courses and skills for completing demanding course assignments.

**Writing Studio** – Students are provided individualized assistance to strengthen skills at all stages of the writing process.

## INTRODUCTORY COLLEGE SKILLS

**Courses** – Students may be assigned to a class or to Introductory College Skills courses as a result of a review of the students' high school records, SAT scores and performance on various placement examinations generally given during Freshman Orientation. A student may also request this assistance, which the college is pleased to provide.

The course or courses will be graded on a (S) satisfactory/ (U) unsatisfactory basis and will not be calculated in the student's cumulative quality point average. Students assigned to any of these courses must complete the course successfully before attempting any other course in that area. (The credit earned in any Introductory College Skills course may not be used to satisfy Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.)

### FRSK 100 Introductory College Skills: Intrusive

**Advising** – A specialized learning/advising program for freshmen offered by the Academic Achievement Center and conducted in a small group setting. Students who wish further information about this course should contact the Academic Achievement Center.

### FRSK 101 Introductory College Skills: Writing

– The course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. Students who wish further information about this course should consult with the chairperson of the Department of English or the Academic Achievement Center.

### FRSK 102 Introductory College Skills: Mathematics

– Fundamental principles of algebra and geometry. Students who wish further information about this course should consult with the chairperson of the Department of Mathematics and Computer Science, or the Mathematics Laboratory director, or the director of the Academic Achievement Center.



# The Undergraduate Academic Experience

## CONTINUING AND DISTANCE EDUCATION

The Office of Continuing and Distance Education works closely with the academic schools to provide credit courses offered after 4 PM, off campus or on weekends, during intersession and during the summer. The office is responsible for all undergraduate and graduate courses offered via distance learning. Continuing and Distance Education also provides noncredit online courses and certificate programs.

Continuing and Distance Education offers students an opportunity to complete a degree started years ago, take courses around a busy work and family schedule, further their knowledge, gain professional experience or learn something new for personal enjoyment. For more information, contact the Continuing and Distance Education Office at 508.531.2788 or visit the Web site at [www.bridgew.edu/cde](http://www.bridgew.edu/cde).

## TECHNOLOGICAL RESOURCES

Bridgewater State College strives to remain in the forefront of educational technology. A wireless network across campus, an array of technology-enhanced courses, classroom and laboratories that integrate technology, a robust residence network service, and a program for student notebook computers combine to give Bridgewater State College students an advantage in our technologically based society. See "The Educational Environment" section of this catalog for additional details.

## THE COMPUTER NOTEBOOK PROGRAM

The college's computer notebook program, initiated in fall 2004, builds upon the college's strengths in technology to engage all students at Bridgewater State College in a technology-rich educational experience and to help students develop skills that will be invaluable before and after graduation. Students can access the Internet using the college's wireless network, find and view course information and communicate with their classmates, and stay connected at home to keep up on e-mail and homework.

Beginning with freshmen entering in the Fall of 2004 and applying to all subsequent entering classes, the college requires new full-time undergraduate students to own a notebook computer. This policy also applies to full-time transfer students whose accumulated credits place them in a graduating class for which notebooks are required. Students may purchase a computer on their own that meets the minimum specifications or may purchase their notebook through the college's agreement with a selected vendor offering competitive prices and the standard suite of office software. More information about the notebook program can be found at <http://notebooks.bridgew.edu/>.

## RESIDENCE NETWORK

The residence network (ResNet) service provides all resident students with high-speed Internet access, reduced long distance telephone charges, voice mail, and cable TV, which includes HBO, NESN and movie channels that air on Residence Life Cinema. Every month, 16 recently released feature films are available for viewing.

The ResNet program is handled by one payment each semester, which provides for all support needed to ensure the availability of these services. Further information on the ResNet program can be found at <http://resnet.bridgew.edu/>.

## OPPORTUNITIES FOR LEARNING BEYOND THE CLASSROOM

### THE HONORS PROGRAM

The Honors Program at Bridgewater State College encourages gifted and highly motivated students to reach their highest potential through critical thinking, scholarship and research. Small classes and close student-faculty relations provide for the vigorous and thorough exchange of ideas, while the program as a whole works to create an atmosphere fostering intellectual, artistic and academic achievement.

The program does not require students to complete additional course work beyond the credit hours necessary for graduation; instead, students earn honors credits by taking honors sections of regular courses and/or honors colloquia during their freshman and sophomore years, and by undertaking individualized research programs with faculty mentors during their junior and senior years. For information on funds available to support student research, see "The Office of Undergraduate Research and the Adrian Tinsley Program for Undergraduate Research" below.

Honors students meet with the director or assistant director once a semester to discuss their work in the program. For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantages it provides at a time of strong competition for graduate and career opportunities.

### Commonwealth and Departmental Honors

Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed for Commonwealth Honors or by undertaking the requirements listed only under Junior and Senior Years for Departmental Honors. Commonwealth Honors thus runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater State College or developed an interest in pursuing honors work after the freshman year.

A complete description of the opportunities and requirements for the Honors Program is available at [www.bridgew.edu/honors/program/](http://www.bridgew.edu/honors/program/) or the "Undergraduate Academic Programs" section of this catalog.



# The Undergraduate Academic Experience

## THE OFFICE OF UNDERGRADUATE RESEARCH AND THE ADRIAN TINSLEY PROGRAM FOR UNDERGRADUATE RESEARCH

The Adrian Tinsley Program for Undergraduate Research ([www.bridgew.edu/atp/](http://www.bridgew.edu/atp/)), with the support of the Office of Undergraduate Research, provides opportunities to Bridgewater State College undergraduates who wish to pursue research, scholarship or artistic work under the guidance of a full-time faculty or librarian mentor. Through ATP, students design and develop research projects, learn new research skills, gain a more sophisticated understanding of the nature of academic research, and have opportunities to present their research and creative work at regional and national conferences. The outcome of the program is for students to graduate with the self-confidence, motivation and ability to conduct independent scholarship and research.

The Tinsley Program supports a variety of undergraduate projects, conducted over the course of a semester, summer or longer, involving research or other forms of scholarship or artistic work in all disciplines. The project may include laboratory research in the physical and life sciences; research in education, mathematics and business; scholarship in the humanities and social sciences; and stage performances, displays or research in the visual arts and design.

The Tinsley Program provides year-round support of undergraduate research through a variety of competitive opportunities:

**Summer Grants** are awarded to students for work done over 10 weeks of the summer on an in-depth, research project conducted under the supervision of a BSC faculty or librarian mentor. The grant includes a stipend awarded to the student, who may also apply for additional money for research expenses, and a stipend for the faculty or librarian mentor.

**Semester Grants** are awarded each semester to offset the costs of research-related supplies and travel.

**Travel Grants** support students who present their research at regional or national conferences, and fund travel, lodging, registration and related fees.

**The National Conference on Undergraduate Research.** Bridgewater State College traditionally sends a number of students to the National Conference on Undergraduate Research (NCUR), which is held in different cities each year. Students may use their travel grants to attend the conference and present their work.

**The Undergraduate Research Symposium** takes place in April each year in the Moakley Center and showcases undergraduate research through oral and poster presentations and displays. Faculty, staff, students, administration and guests are welcome.

**The Undergraduate Review: A Journal of Research and Creative Work** publishes undergraduate research annually. For more information and submission guidelines, see [www.bridgew.edu/atp/ur.htm](http://www.bridgew.edu/atp/ur.htm).

**Midyear Symposium for First and Second Year Students** takes place on the last day of the fall semester each

year and showcases first experiences in research by individuals and groups at the college. Faculty, staff, administration and guests are welcome.

**The Graduate Application Reimbursement Program** reimburses students who have previously received an ATP summer or semester grant for up to \$250 worth of fees for applications to graduate schools.

Additionally, The Office of Undergraduate Research features outside sources of funding for undergraduate research, opportunities to present regionally and nationally, and to publish research and creative work by undergraduates in national undergraduate journals. Students interested in these or the Tinsley Program can contact the office at 508.531.2436 or by visiting the OUR Web site at [www.bridgew.edu/our](http://www.bridgew.edu/our).

## THE BRIDGE: A STUDENT JOURNAL OF FINE ARTS

*The Bridge* is a journal of fiction, nonfiction, poetry, drama and visual art created and published by undergraduate students and alumni. Once each year, students and alumni are invited to submit their creative works which are competitively selected by a student editorial board. For more information, contact *The Bridge* at [thebridgejournal@bridgew.edu](mailto:thebridgejournal@bridgew.edu), or at 508.531.2983.

## INTERSHIPS

Internships consist of both on- and off-campus work experience with a site supervisor/employer for academic credit under the guidance of a faculty member or noncredit through the Internship Office. Internships allow students to gain career-related experience while in college, an important factor in finding the first professional position. Students interested in internships should first check with their academic department if they wish to receive credit. Credited internships are usually tied to a student's academic major. Students need to have completed a specific number of credit hours and go through a formal approval process before credit can be awarded. To determine possible internship sites, students should check with their academic department as well as the Office of Career Services' Internship Program, which maintains a database of internship opportunities in the region. Some students who choose to do an internship but do not need credit may want to meet with the career services internship coordinator to help locate opportunities, prepare for the internship interview, develop a cover letter and resume and learn important tips for getting the most from the experience. These services are offered to any student looking for an internship whether or not it is for credit. For further information, see the "Academic Programs" section of this catalog.

## COMMUNITY SERVICE AND SERVICE-LEARNING

Bridgewater State College believes firmly in the relevance and importance of experiential learning in all of its academic programs. Service-learning is a teaching method that uses community service to help students gain a deeper understanding of course objectives, acquire new knowledge and engage in civic



# The Undergraduate Academic Experience

activity. A number of faculty incorporate service-learning into their courses. The college has established a center for Community Service and Service-Learning in the Campus Center to develop community contacts and collect and disseminate information on service-learning and volunteer opportunities.

In addition, various student leadership programs at Bridgewater State College include community service components. Projects include Habitat for Humanity, Jumpstart, Earth Day projects, domestic and international alternative spring break programs, Old Colony Big Sister Big Brother, programs that focus on homelessness and poverty, Meals on Wheels and many more.

## CHILDREN'S PHYSICAL DEVELOPMENTAL CLINIC

For more than 35 years, Bridgewater State College has sponsored the Children's Physical Developmental Clinic (CPDC), a nationally recognized academic program that fosters professional development, community service and leadership qualities. The CPDC affords students from all majors a challenging opportunity for volunteering as clinicians to work with children and youth with disabilities between the ages of 18 months to 18 years.

The aim of the clinic program is to improve the "total development" of children with disabilities by enhancing vital physical, motor and aquatic skills and patterns. In addition, the program stresses the improvement of self-esteem of children by strengthening emotional-social aspects of their personalities through successful involvement in play, recreation and sport activities.

Over a hundred students serve as clinicians and support staff each semester, making the CPDC the largest student organization on campus. Over the years, BSC students have determined that the CPDC not only augments their professional preparation; but, upon graduation, is most critical to them when seeking employment and entrance to graduate school.

## EXCHANGE AND INTERNATIONAL PROGRAMS

Bridgewater State College students can study at many universities in the world, including those in countries such as Brazil, Spain, France and Portugal. Bridgewater State College has exchange programs in Brazil, Canada, England, Ireland, Japan and Jordan. Students have the opportunity to study in Canada at more than a dozen institutions, including McGill University. Scholarships are available, and financial aid may be used for all travel programs.

Through the National Student Exchange, students may spend up to one year attending a college or university in another state at the in-state tuition rate. The National Student Exchange directory describes more than 175 institutions involved in this program. For further information contact the Office of International Programs, [www.bridgew.edu/international](http://www.bridgew.edu/international).

## CAMPUS LIFE

### GETTING STARTED: ORIENTATION FOR NEW STUDENTS

Bridgewater State College's orientation program has been designed to introduce new students and their families to the campus community. Through collaborative efforts between the divisions of Academic Affairs and Student Affairs, orientation provides programs that are conducive to the academic and developmental success of new students. The goals of orientation are to develop and coordinate programs that promote academic success, to enhance personal and social development, and to provide families and their students with information about services, support systems and issues facing college students.

Orientation is divided into two different programs. The initial program in June is a comprehensive two-day, overnight introduction to the college with an emphasis on placement testing, academic advising and registration for fall classes. Students also have an opportunity to meet with faculty and staff and learn about the resources available at the college. A one-day concurrent family program provides parents with information about services, support systems and resources for their students.

The second program is prior to the opening of classes in the fall when students are given the opportunity to meet new friends, learn the traditions of Bridgewater State College and receive assistance with transition to college life.

### COLLEGE EVENTS AND SPECIAL PROGRAMS

Literally hundreds of interesting programs, projects and events are available at Bridgewater State College throughout each year. Academic, cultural and social activities and programs are sponsored each year by students, faculty, staff and alumni of the college and include, but are certainly not limited to Homecoming, Parents Day, Convocation, the Massachusetts Hall of Black Achievement at Bridgewater State College, Dr. Martin Luther King Jr. Day Celebration and Breakfast, Awards for Excellence, Springfest and the Holiday Concert.

Consult the Bridgewater State College Web site, the numerous bulletin boards across the campus, as well as college publications, for information on campus events as they arise.

### CULTURAL, SOCIAL, ATHLETIC AND RECREATIONAL ACTIVITIES

In addition to classroom instruction, Bridgewater State College offers students a full social, cultural, athletic, recreational and religious life. Art exhibits, lectures, concerts, movies, plays, workshops and sports events make for an active campus schedule. (Please refer to the college Web site [www.bridgew.edu](http://www.bridgew.edu) for a complete listing of clubs, organizations and a calendar of campus events.)

Through programs sponsored by the Office of Student Involvement and Leadership, the Student Government Association, the Program Committee and other organizations,



# The Undergraduate Academic Experience

members of the college community have opportunities to attend events featuring significant public figures and internationally acclaimed performing artists.

The Art Building and Maxwell Library feature galleries where exhibits are displayed and the Rondileau Campus Center offers special programs such as performances by the college Chorale Society and the Bridgewater State College Dance Company. For students who enjoy the theater, Bridgewater State College has much to offer. Major productions are presented by students in the Department of Theater and Dance throughout the year.

Bridgewater State College has a strong athletic tradition which has grown to include 21 intercollegiate varsity sports teams, a full range of intramural athletic programs and a number of club sports programs. The Adrian Tinsley Center features a state-of-the-art fitness center, a walking track and multi-sport surfaces. The college is a member of the National Collegiate Athletic Association (NCAA) Division III, the Eastern Collegiate Athletic Conference (ECAC) and the Massachusetts State College Athletic Conference (MASCAC).

Community members keep abreast of events and programs through a variety of campus media. The student newspaper, *The Comment*, and the college's home page focus on news and feature stories highlighting campus life and individual achievements.

The campus radio station, WBIM-FM, provides coverage of events plus a full range of musical and special interest programming. Resident students have access to a cable television local access channel offering college news and information. The Office of Institutional Communications maintains a Campus Events Line 508.531.1768, a weekly recording of campus events.

---

## RELIGIOUS LIFE

The college supports student pursuit of spirituality both individually and in groups. The college provides groups of students the opportunity to form student organizations so they may utilize college facilities for meetings and events as well as request funding from the Student Government Association. The Catholic Center (122 Park Avenue) and the Christian Fellowship Center (29 Shaw Road) are independent entities that offer students both group and individual opportunities for worship and service.

---

## SERVICES TO STUDENTS

Students face many decisions involving housing, finances, health, work, academic programs, post-undergraduate study and career goals. The Office of Student Affairs provides assistance in making these decisions through personal and career counseling, off- and on-campus housing information, health services, child care center, social activities and student advocacy. *The Bridgewater State College Student Handbook* provides detailed information about these services. It is available at [www.bridgew.edu/handbook/](http://www.bridgew.edu/handbook/).

---

## CHILDREN'S CENTER

The Children's Center provides high-quality care and education to preschool-aged children. Open from the beginning of the fall semester in September through the end of Summer Session II in August, the center offers nine different enrollment options ranging from two half days to five full days. This model program, accredited by the National Association for the Education of Young Children, is also available for observation, fieldwork and data collection. The Children's Center is located in the Burnell Campus School, Room 135. For additional information contact the Children's Center at 508.531.1244, [www.bridgew.edu/childrenscenter/](http://www.bridgew.edu/childrenscenter/) or by e-mail at [childrencenter@bridgew.edu](mailto:childrencenter@bridgew.edu).



For information about admission to graduate programs, please consult the "School of Graduate Studies" section of this catalog.

Bridgewater State College seeks to admit students who give evidence of intellectual capacity, motivation, character and who have a record of scholastic achievement. An effort is made to attract candidates of diverse academic, economic, racial, religious and geographic backgrounds. The admission requirements and procedures are designed to assist the college to select a freshman class from those applicants who can benefit from the educational opportunities at Bridgewater State College.

Bridgewater State College does not discriminate on the basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, genetic information, marital status, political belief or affiliation, or veteran status.

## FRESHMAN ADMISSION REQUIREMENTS

### APPLICATION FORM

Each candidate should submit the Bridgewater State College application. The form, aside from collecting biographical data, allows the candidate to provide additional information concerning their academic and extracurricular interests. The college prefers students to apply online at the college's Web site, [www.bridgew.edu](http://www.bridgew.edu), but also accepts the Common Application as well as other electronically formatted applications.

### HIGH SCHOOL RECORD

Candidates must request an official transcript of their secondary school record be sent directly to the Office of Admission. The strength of the applicant's curriculum, grades, weighted grade point average and class rank as well as the level of competition in the applicant's high school are taken into consideration.

The secondary program should include the following college preparatory subjects:

English (a)	4 units
Mathematics (b)	3 units
Science (c)	3 units
History/Social Science (d)	2 units
Foreign Language (e)	2 units
Elective Units (f)	2 units
Related Courses (g)	4 units

- English must be college preparatory courses in composition and literature, which include the development of reading, writing and comprehension skills.
- Mathematics must be college preparatory courses in such subjects as algebra, geometry, trigonometry, elementary functions and mathematical analysis. A fourth year of mathematics is strongly recommended for students who plan to enter fields such as computer science, management science, mathematics, pre-engineering or the sciences.
- Two of the science courses must include laboratory work.
- This requirement should include one year of United States history and government.

- Students are encouraged to elect additional years of foreign language study.
- Students should choose from additional college preparatory courses in English, mathematics, computer science, foreign language, natural and physical science, visual and performing arts and humanities.
- Students are encouraged to elect courses that are consistent with their personal, educational and career goals. These courses may include, but are certainly not limited to, such offerings as computer science, business, communications, psychology and sociology.

Students graduating from vocational-technical high schools may substitute vocational-technical vocabulary course work for the foreign language requirement even if foreign language courses are offered in their high schools. Two vocational-technical courses may be used to fulfill the two required electives.

### STANDARDIZED TEST SCORES

Candidates for admission to the freshman class must submit the results of the Scholastic Aptitude Test (SAT Reasoning Test) or the American College Test (ACT). Candidates should have official score reports forwarded directly from the Educational Testing Program or the American College Testing Program during the academic year in which application is made to the college.

For evaluation according to the provisions of Chapter 344, students with learning disabilities are expected to submit verification from their guidance office. In most cases, a copy of the student's current Individualized Educational Plan (IEP) is the appropriate verifying document. More specific documentation may be required for academic advising and special services when students enroll.

*Chapter 344, Section 19 of the 1983 Acts and Resolves of the Commonwealth of Massachusetts states that: "No resident of the commonwealth who has been diagnosed as being developmentally disabled, including but not limited to, having dyslexia or other specific language disabilities, by any evaluation procedure prescribed by chapter seventy-one B, or equivalent testing, shall be required to take any standardized college entrance aptitude test to gain admittance to any public institution of higher education in the commonwealth. Admission shall be determined by all other relevant factors excluding standardized achievement testing."*

Candidates who graduated from high school three or more years prior to their planned entrance date are exempt from the standardized testing requirement.

### FRESHMAN ADMISSION REVIEW

Freshman admission to Bridgewater State College is selective. The Massachusetts Board of Higher Education has established minimum admission standards that require candidates to earn a "B" average for the required high school units mentioned above. Students whose average falls below this requirement can also meet the standard by the use of a sliding scale that begins with compensating SAT scores above 920, or an ACT composite score above 19. No student can be admitted whose high school grade point average falls below "C." Detailed information about the BHE admission standards can be found on their Web site,



www.mass.edu. Admission decisions at Bridgewater are based upon the strength of the candidate's academic profile as compared to the pool of applicants. Generally, more than 7,000 applications are reviewed for a freshman class of 1,400.

Since Bridgewater State College seeks students who will contribute to the college in a variety of ways, other factors are considered in the admission decision. These include demonstrated leadership, participation in extracurricular activities, motivation, maturity and special aptitudes and talents. Letters of recommendation and any additional supporting information a candidate wishes to submit are welcomed and encouraged.

Special consideration is given to applicants out of high school for three years or more, students from educationally disadvantaged environments, working adults and candidates who exhibit exceptional potential.

Interviews are not required. Students are encouraged to attend one of the many group information sessions offered throughout the year. Dates, times and a telephone reservation number are available in the *Viewbook* or on the college Web site, [www.bridgew.edu](http://www.bridgew.edu).

Additional information concerning admission procedures, application fees, standardized testing requirements for admission, notification date and deferred enrollment may be found in the *Viewbook*. Copies may be obtained from the Office of Admission – Gates House, Bridgewater State College, Bridgewater, MA 02325.

## TRANSFER ADMISSION REQUIREMENTS

Bridgewater State College welcomes applications from qualified transfer students. To qualify for transfer admission, a student must have earned 12 semester hours of transferable credit; otherwise the applicant is considered under freshman admission requirements.

Transfer applicants will be evaluated on the basis of their previous college work and must request an official transcript to be sent from each college or university attended. Transfer applicants who have earned fewer than 24 transferable credits must also submit to an official high school transcript and standardized testing results.

It is expected that candidates for transfer admission will be in good standing at the last institution attended and will have earned a cumulative grade point average of 2.2 or higher on a 4.0 scale. Students transferring fewer than 24 semester hours of credit must present a minimum cumulative grade point average of 2.5 on a 4.0 scale. Special consideration may be granted for exceptional high school performance, evidence of maturity and motivation, or other extenuating circumstances and will be handled on an individual basis. **Please note that these are minimum eligibility requirements and do not guarantee admission to the college or to a specific degree program.**

Transfer credit toward the degree will be granted for course work completed at other accredited institutions of higher education. A minimum grade of "C-" is required for credit transfer. Courses that

do not have a direct equivalent at Bridgewater State College may be counted as fulfilling elective requirements in the curriculum. Transfer students are required to fulfill the same degree requirements as any other student; however, any student who has completed the general education requirements of one of the other Massachusetts State Colleges will not be subject to additional core curriculum requirements at Bridgewater State College. One half of the required courses in major and minor fields must be completed at Bridgewater State College. Students transferring from an accredited two-year institution are limited to 69 hours of transfer credit toward the degree. Students transferring from an accredited four-year institution are limited to 90 hours of transfer credit toward the degree.

Grades for courses taken at an institution other than BSC are not used to compute a student's grade point average. Only courses actually taken at BSC are used to calculate a student's BSC grade point average.

## JOINT ADMISSION PROGRAM

Bridgewater State College participates with the Massachusetts Community Colleges, Dean College and Quincy College in Joint Admission. This program guarantees admission to Bridgewater State College for transfers from participating institutions who are enrolled in preapproved programs of study, providing the associate degree is completed. Joint Admission students must maintain a cumulative grade point average at the two-year college of 2.5 or better to be eligible.

Transfers indicate their desire to participate in Joint Admission by contacting either the Admissions Office or Transfer Office at their community college. A written application for Joint Admission can be filed upon enrollment at the two-year participating institution. One semester prior to their planned enrollment at Bridgewater State College, Joint Admission students must file an Intent to Enroll form in lieu of a regular Bridgewater State College application. This form is available from the transfer counselor at the participating colleges or the Office of Admissions at Bridgewater State College. To complete the review process, an official transcript of all college work completed to date at any prior institution(s) and the community college must be requested by the applicant. BSC's Joint Admission deadlines are November 1 for spring and March 1 for fall.

## COMMONWEALTH TRANSFER COMPACT

**For students transferring from Massachusetts community colleges to Bridgewater State College (effective January 1990)**

### 1) Requirements for Transfer Compact Status

A student shall be eligible for transfer compact status if he or she has met the following requirements:

- Completed an associate's degree with a minimum of 60 hours exclusive of developmental course work.
- Achieved a cumulative grade point average of not less than 2.0 (in a 4.0 system) at the community college awarding the degree. This is merely a minimum grade point average and by no means guarantees admission.



- Completed the following minimum core curriculum requirements, exclusive of developmental course work:

English Composition/Writing	6 credit hours
Behavioral and Social Science	9 credit hours
Humanities and Fine Arts	9 credit hours
Natural or Physical Science	8 credit hours
Mathematics	3 credit hours

The community college from which the student is applying is responsible for identifying on the transcript of the candidate that the student has fulfilled the compact specifications.

## 2) Credits to be Transferred

The 35 credits in core curriculum courses specified in section 1 will be applied toward the fulfillment of the Bridgewater State College general education requirements.

A minimum of 25 additional credits will be accepted as transfer credits. These credits may be transferred as free electives toward any additional core curriculum requirements, toward the student's major, or any combination, as Bridgewater State College deems appropriate.

Only college-level course credits consistent with the recommended standards set forth in the Undergraduate Experience publication are included under this compact. Credits awarded by the sending institution through CLEP, challenge examinations and other life experience evaluations for course credit may be included when the community college certifies that a student qualifies under this compact.

## 3) Credits Beyond the Associate's Degree

To complete the baccalaureate degree, a student who transfers under this compact may be required to take no more than 68 additional credits unless:

- The student changes his or her program upon entering Bridgewater State College, or
- The combination of additional core curriculum requirements, if any, and the requirements of the student's major at the receiving institution total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as students who began their undergraduate education at Bridgewater State College.

## 4) Admission to Competitive Majors or Programs

If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this compact as it does for its native students.

## 5) Student Appeals

A student who believes that the provisions of this compact have not been applied fairly has the right to appeal.

Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the receiving institution. If a difference remains unresolved, the student shall present his or her evaluation of the situation to the institution from which the student is transferring.

Representatives from the two institutions shall then have the opportunity to resolve the differences.

Absent a satisfactory resolution, differences of interpretation may be presented to the State-Wide Transfer Coordinating Committee.

## DECISION AND NOTIFICATION DATES

### Early Action Program\*

Freshman candidates may apply under the Early Action Program. Candidates need to have fulfilled the standardized testing requirements on or before the November test date and will need to have their application complete and transcripts on file in the Office of Admissions by Nov. 16.

Early Action applicants are notified by mid-December. The college either offers admission, denies admission or defers admission and reviews the application again during the regular admissions cycle. A student offered admission under the Early Action Program has until the May 1 Candidates Reply Date to respond to the college's offer.

### Regular Freshman Admission\*

Freshman applicants for the fall semester must submit their completed application by Feb. 15 for consideration. Candidates meeting this deadline are notified of the Admission Committee decision no later than April 15. A limited number of freshman candidates are accepted for the spring semester each year. The application deadline for priority consideration is Nov. 1.

### Transfer Admission\*

Transfer applications should be filed by April 1 for September admission or by Nov. 1 for January admission for priority consideration.

Notification for transfer candidates is done on a rolling basis as the application file becomes complete. Notification for September admission begins in March.

\*A student who has been denied admission to Bridgewater State College may not register for courses at the college.

Note: The college reserves the right to close admission at any time.

## REINSTATEMENT AND READMISSION

Undergraduate students who have not registered for courses for one or more semesters, or who have been academically separated from the college and who wish to re-enroll must file an application for reinstatement/readmission with the Office of Admission. An official transcript from all colleges attended (if any) since last enrolling at BSC as well as a personal statement explaining the circumstances of separation/non-enrollment must be submitted with the application while meeting the above published priority deadlines for transfer students.

Upon readmission/reinstatement, transfer credit, if applicable, will be awarded according to established policies. The grade



point average achieved at BSC upon separation will be resumed as grades achieved at other institutions are not included when calculating a student's BSC grade point average.

Students who have been academically separated from the college must meet the requirements of separation outlined by their appropriate dean before being considered for readmission.

## INTERNATIONAL ADMISSION

International students who wish to apply for admission to the college should address a letter of inquiry to the Office of Admission indicating their educational background and intended area of study. Eligible candidates will be mailed a special international student admission application packet and asked to submit official transcripts and credentials. Students for whom English is a second language will be required to submit an official copy of results from the "Test of English as a Foreign Language" (TOEFL), unless they have at least two years' experience in an American college or university.

Documentation of financial support resources is required.

All students applying as freshmen are required, in addition to TOEFL, to submit official results of the SAT Reasoning or ACT Assessment exam.

During the initial orientation/registration period, international students' TOEFL examination records and academic transcripts will be evaluated for placement in appropriate English as a Second Language courses offered through the Department of Foreign Languages and in writing courses offered through the Department of English. In addition to the above-mentioned mandatory records, other institutional placement exams may be required. Candidates should begin the application procedure no less than **nine months** in advance of the expected date of admission.

## PLACEMENT POLICY FOR ESL POPULATIONS

Students for whom English is a second language are evaluated and tested on their English proficiency upon admission to the college. Based on transcripts, Accuplacer, TOEFL and SAT scores, as well as precollege writing samples and other valid methods of language proficiency assessment, students are placed in an appropriate level of English as a Second Language (ESL) and writing. Depending on placement, students will complete 0 to 6 credits in ESL. Students can take three additional credits in ESL.

Students are exempt from taking ESL courses based on the following criteria:

- reading score of 68 or above on the Accuplacer
- SAT verbal score of 450 or above
- GPA of 3.00 or above from a high school in the United States or another English-speaking country
- TOEFL score of or above 550 (paper-based) or 173 (computer-based)

## PROGRAM FOR REGISTERED NURSES

Provisions have been made for graduates of three-year diploma schools of nursing to complete programs leading to degrees in any of the academic majors being offered at the college.

While encouraging registered nurses to pursue degree work for personal enrichment, the college supports the guidelines of the National League of Nursing for the professional education of nurses. These guidelines caution nurses whose career goals include the opportunity to assume supervisory and/or teaching responsibilities in the field of nursing, that degree programs to be pursued should be taken only at those institutions which offer degrees in nursing education.

Through this special admission program, students accepted to the college are granted 60 credit hours for their school or nursing work. Where applicable, these credits may be used to meet core curriculum, major or elective requirements. As with all others transferring into the college, registered nurses are expected to meet the same degree requirements as outlined in the "Undergraduate Academic Policies" section of this catalog.

## NEW ENGLAND REGIONAL STUDENT PROGRAM

Bridgewater State College participates in the New England Regional Student Program. The program is administered by the New England Board of Higher Education and is designed to permit qualified New England residents to study at the in-state tuition rate plus surcharge tuition in certain programs at Bridgewater State College.

Information about the program can be obtained from the Bridgewater State College Office of Admission.

## ADVANCED STANDING

Advanced standing with college credit is granted to entering students who have demonstrated college-level proficiency through established procedures.

### Advanced Placement Program

Bridgewater State College participates in the Advanced Placement Program of the College Board, providing academic credit for students qualified for advanced placement standing. Those interested should take the College Board Advanced Placement tests and have the results submitted to the Office of Admissions for evaluation. Students scoring three, four or five receive placement and credit from the college.

### College-Level Examination Program (CLEP)

Bridgewater State College awards academic credits that students may earn through the College Level Exam Program (CLEP) of the College Board.

Credit earned with CLEP examinations may be applied toward fulfilling core curriculum requirements, major and elective requirements. The chart in this section provides information about the specific CLEP examinations and equivalent BSC courses.



# Undergraduate Admission

	Exam Score	BSC Course	BSC Credit
<b>BUSINESS</b>			
Financial Accounting (introduced 6/30/07)	50	ACFI 100	6
Introductory Business Law	50	ACFI 305	3
Information Systems and Computer Applications	50	COMP Elective	3
Principles of Management	50	MGMT 130	3
Principles of Marketing	50	MGMT 200	3
<b>COMPOSITION AND LITERATURE</b>			
American Literature	50	ENGL 231 and 232	6
Analyzing and Interpreting Literature	50	ENGL Elective	6
English Composition with Essay	50	ENGL 101 and 102	6
English Composition without Essay	50	Not recommended	
English Literature	50	ENGL 221 and 222	6
Freshman College Composition	50	Not recommended	
Humanities	50	ENGL 221 and ARTH 101	6
<b>FOREIGN LANGUAGES</b>			
French Language, Level 1	50	LAFR 101 and 102	6
French Language, Level 2	59	LAFR 101/102/151/252	12
German Language, Level 1	50	LAGE 101 and 102	6
German Language, Level 2	63	LAGE 101/102/151/252	12
Spanish Language, Level 1	50	LASP 101 and 102	6
Spanish Language, Level 2	63	LASP 101/102/151/200	12
<b>HISTORY AND SOCIAL SCIENCES</b>			
American Government	50	POLI 172	3
Introduction to Educational Psychology	50	Free Elective	3
History of the United States I: Early Colonization to 1877	50	HIST 221	3
History of the United States II: 1865 to Present	50	HIST 222	3
Human Growth and Development	50	PSYC 224	3
Principles of Microeconomics	50	ECON 101	3
Principles of Macroeconomics	50	ECON 102	3
Introductory Psychology	50	PSYC 100	3
Social Sciences and History	50	Free Elective	6
Introductory Sociology	50	SOCI 102	3
Western Civilization I: Ancient Near East to 1648	50	HIST 111	3
Western Civilization II: 1648 to Present	50	HIST 112	3
<b>SCIENCE AND MATHEMATICS</b>			
Biology	50	BIOL 100/102	8
Calculus	50	MATH 141	3
Chemistry	50	CHEM 131/132	4 & 3
College Algebra	50	MATH 105	3
College Mathematics	50	MATH 100 and 105	6
Natural Sciences	50	BIOL 102 and Free Elective	8
Precalculus	50	MATH 100	3



Credit by CLEP is regarded as transfer credit and is not reflected in the BSC grade point average. CLEP transcripts are regarded as four-year-school transfer credit and are counted towards the maximum allowance of transfer credit. CLEP credit does not satisfy residency requirements for financial aid, student housing or student medical insurance purposes.

CLEP credit may not be awarded if equivalent course work is completed either prior to or later than the equivalent CLEP examination or if the CLEP equivalent already appears on a student transcript. CLEP credit may not be retroactively substituted for requirements waived or satisfied through prior academic arrangement.

Bridgewater State College follows the American Council of Education (ACE) recommendation that a student achieve a minimum score of 50 to earn credit for most CLEP examinations. Please note that some exams require higher scores to earn full credit.

Students may arrange to take CLEP examinations at any of the national test centers, including Bridgewater State College. Those interested in taking CLEP examinations at BSC should contact the Office of Testing Services in the Academic Achievement Center at 508.531.1780.

BSC Office of testing Services: [www.bridgew.edu/TestingServices](http://www.bridgew.edu/TestingServices)

College Board Online: [www.collegeboard.com/clep](http://www.collegeboard.com/clep)

## SECOND DEGREE OPTION

A student who has earned a bachelor's degree at Bridgewater State College or at another accredited institution may be admitted to the college to pursue an additional bachelor's degree in a field of study substantially different from the initial degree program. That student should make application through the Undergraduate Office of Admission, providing official transcripts from all previous colleges other than Bridgewater State College. Please note that second bachelor degree candidates are subject to transfer admission deadlines of April 1 for fall entrance and Nov. 1 for spring entrance.

Admission is dependent on approval of the department in which the student wishes to pursue a major. Certain departments may recommend that the student pursue a graduate program with some prerequisite courses rather than a second bachelor's degree. Some majors have specific admission requirements and/or limited space, which may result in a student not being accepted into the desired major.

For second undergraduate degree graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## NON-DEGREE STATUS

A student who does not wish to seek a degree but who wishes to broaden his or her interests or to review or improve certain skills may register for courses as an undergraduate non-degree student at Bridgewater State College. A non-degree student should be aware, however, that he or she is not eligible for financial aid or various other services provided for degree-seeking students.

A non-degree student must have a high school diploma or GED and must meet any prerequisites for the courses for which he or she wishes to register. A non-degree student must also maintain the same academic standards required of degree-seeking students (see the "Undergraduate Academic Policies" section of this catalog for more information regarding undergraduate academic standards).

An undergraduate non-degree student may register for courses after the registration sessions for new degree-seeking students have been held in August and January.

Once an undergraduate non-degree student has earned 15 or more credit hours, he or she must meet with a representative of the Office of Admission to determine the purpose of continuing as a non-degree student. If a non-degree student is seeking to obtain a degree from Bridgewater State College, he or she will be required to apply as a degree-seeking student and meet the admission requirements as outlined in the catalog. If admitted, the student must satisfy the requirements for a bachelor's degree under the catalog in effect at the time of matriculation and complete a minimum of 30 credit hours as a matriculated student.

Note: A student who has been denied undergraduate admission to Bridgewater State College may not register for courses at the college.



## APPLICATION FEES

A nonrefundable undergraduate application and processing fee of \$25 is required of all students applying for admission. Upon acceptance, an advance tuition deposit of \$100 must be submitted by May 1 for commuter students accepted for the fall semester. Students accepted with on-campus housing must also submit a \$150 residence hall deposit. The tuition deposit is nonrefundable.

All new students will be assessed an orientation fee upon entering the college. For students entering in the fall semester, this orientation fee will be \$160 for freshmen and \$80 for transfers and readmitted students. For the spring semester, the orientation fee is \$80 for all students.

## TUITION AND FEES 2008-2009 ACADEMIC YEAR

### Daytime Course Charges

Full-time undergraduate students who are Massachusetts residents pay approximately \$910 per year in tuition and \$5,197 in required fees. Students residing on campus are charged between \$5,100 and \$6,656 per year, depending on the facility occupied. Board for resident students is approximately \$3,100 per year. Please note that all figures are subject to change.

For a breakdown of these costs, please see the Tuition and Fees table in the following pages. *It should be noted this schedule is subject to change.* Published tuition and fees are for the 2008-2009 academic year.

### Evening Course Charges

Students enrolled in evening undergraduate courses will be charged all tuition and fees associated with the cost to provide the evening programs. As a result, full-time undergraduate day students who enroll in an evening (or weekend) course may incur additional charges. Evening tuition is charged at \$38 per credit hour with no credit hour maximum. Evening fees will be charged at \$216.55 per credit hour with no credit hour maximum. Full-time undergraduate students who are Massachusetts residents taking 12 credit hours for evening courses pay approximately \$910 per year in tuition and \$5,197 in required fees. Students residing on campus are charged between \$5,100 and \$6,656 per year, depending on the facility occupied. Board for resident students is approximately \$3,100 per year. Please note that all figures are subject to change.

For a breakdown of these costs, please see "Semester Tuition and Fees" in the following pages. This schedule is subject to change.

### Billing and Fee Payment

Students are billed through the Office of Student Accounts twice annually, in July and November, prior to the start of each semester. Bills are sent to students at their permanent addresses as maintained in the Registrar's Office. It is critical to notify the office immediately if your permanent address changes. Please visit the Registrar's Office, Boyden Hall, Room 003, or print the Change of Address Form found at [www.bridgew.edu](http://www.bridgew.edu). Bills **must**

be returned by the due date indicated on the bill. In an effort to aid our students with their tuition payments, we have made important changes regarding your student statement. Due to federal regulations, the signed certificates (the remittance portion of your statement) must be received by Bridgewater State College. See the Web page at [www.bridgew.edu/studentaccounts/depts/fiscal/stuaccj.htm](http://www.bridgew.edu/studentaccounts/depts/fiscal/stuaccj.htm) for the latest information on billing and payment procedures. Payment may be made by the following methods:

- 1) Check or money order payable to Bridgewater State College mailed to our lock box facility as printed on the portion of the bill you return in the return envelope provided.
  - 2) MasterCard, Visa or Discover by providing your credit card number and expiration date:
- **call** our cashiers at 508.531.1225.
  - **Web:** Select the Account Summary/Credit Card Payment link via your InfoBear account.
  - **e-mail** this information to your student representative at first initial, last name @bridgew.edu (i.e., jsmith@bridgew.edu for Jane Smith); if you are unsure of your student representative's name, please call the number listed above or visit the Web site listed above or
  - **fax** this information to 508.531.6163.
- 3) Financial aid may be used to pay your tuition, fees, room, board, books, as well as flex points or dining points on your Connect Card.
- Students who have received an award letter from the Financial Aid Office may claim the award specifically designated for the semester. The amount to be claimed must be indicated on the bill and must be signed and returned by the due date to avoid cancellation of your course schedule.
  - Students wishing to claim credit for financial assistance from sources other than the Bridgewater State College Financial Aid Office (outside scholarships, waivers, loans, etc.) must do so by indicating the amount of assistance on the bill. Official documentation verifying the assistance must be enclosed with the bill, which must be returned by the due date or your course schedule will be cancelled.
  - Flex points may be used for laundry, vending, bookstore items and food services at any location on campus that accepts the Connect Card. For more information on the Connect Card please see [www.bridgew.edu/PSCC/ConnectCard.htm](http://www.bridgew.edu/PSCC/ConnectCard.htm) or call 508.531.2897.

For your convenience there is a 24-hour drop box located in Boyden Hall on the first floor outside the Office of Student Accounts for your payments and signed bills. In addition, the Student Accounts Office is open evening hours the first two weeks of each semester Monday through Thursday, 8 AM - 7 PM.

Students who take credits in excess of 118 percent of required credit hours for degree completion will be assessed a surcharge of \$235 per credit hour for these credits. For example, students enrolled in baccalaureate programs may take up to 142 credits (118 percent of 120 minimum required credits) at no additional charge. Any credits taken in excess of 142 will be subject to the



\$235 per credit hour surcharge. In determining accumulated credit hours, students should exclude from their total any credits transferred in from other institutions.

## Senior Citizens

Tuition and 1/2 fees in the day and/or 1/2 tuition and 1/2 fees for courses 4 PM or after are waived to any person 60 years of age or older. The person must pay 1/2 fees and bring proof of age to the Registrar's Office to be eligible.

## SGA (Student Government Association) Fee

This fee is charged to all matriculated undergraduate students attending classes.

Fewer than 12 semester hours ..... \$25.00  
 12 semester hours or more ..... \$50.00

## Other Fees

Health Insurance Fee (waivable) ..... \$1,189.00  
 Parking Decal Fee (waivable) 8 credits or less. .... \$50.00  
     9 credits or more. .... \$125.00  
 Software Fee ..... \$15.00

Hospitalization/Major Medical coverage for all students carrying nine credits or more is required by Massachusetts state law. A *Student Health Insurance* brochure can be obtained from the Office of Student Accounts 508.531.1225 or the Office of Health Services 508.531.1252. If a student is covered under a similar plan and wishes to waive the coverage, he/she must complete a waiver form which will be mailed along with your bill and return it to the Office of Health Services prior to payment of your bill. Failure to do so will leave an outstanding balance due on the student's bill.

Full Year. .... \$1,189.00  
 Spring ..... \$699.00  
 Distance Learning Fee  
     (interactive video conferencing courses,  
     telecourses, teleweb courses and  
     video courses) ..... \$50.00  
 Official Transcript Charge (per copy with  
     2-5 working days to process) ..... \$2.00  
 On-the-Spot Official Transcript Charge. .... \$5.00

## SEMESTER RESIDENCE HALL AND DINING CHARGES

### Room

Pope and Scott Halls\* ..... \$2,570.00  
 Woodward Hall\* ..... \$2,614.00  
 Shea/Durgin Halls\* ..... \$2,614.00  
 East Hall (Single) ..... \$2,965.00  
     (Double) ..... \$2,652.00  
 Crimson Hall (Single) ..... \$3,328.00  
     (Double) ..... \$3,068.00  
 Student Apartments\* ..... \$2,550.00  
 DiNardo/Miles\* ..... \$2,876.00  
 Mandatory Residential Activity Fee ..... \$10.00

\*Single rooms are \$150.00 more per semester

## DINING CHARGES

Meal Plan	Per Semester Rates			
	Base Meal	Din. \$\$\$*	Guest	Cost
Plan A	210	\$210.00	5	\$1550.00
Plan B	75	\$500.00	5	\$1508.00
Plan C	15	\$200.00	N/A	\$312.00**

\* Dining Dollars expire the end of each semester.  
 \*\* Great Hill Student Apartments ONLY.

## TUITION MANAGEMENT PLAN

In order to assist students in financing their education, the college has contracted exclusively with Tuition Management Systems. This company's plan offers a low-cost, flexible system for financing educational expenses out of current income through regularly scheduled payments over a 10-month period. For information call Tuition Management Systems, 1.800.722.4867, or refer to the Tuition Management Systems Web site [www.afford.com](http://www.afford.com).

## REFUND POLICY

### Notification Requirements

All undergraduate matriculated (degree seeking) students who *withdraw from school* must communicate that withdrawal in writing through the Academic Achievement Center.

All graduate matriculated (degree seeking) students who *withdraw from school* (program) must communicate that withdrawal in writing through the (School of Graduate Studies).

All *withdrawals from courses* must be communicated by the student in writing through the Registrar's Office.

Nonattendance at class does not constitute official withdrawal and will result in a failing grade. Students are responsible for all course charges except when an official withdrawal from college form is on file.

### 1) Standard and "Non-Standard Date" Semester Courses

Policy 1.1. Full-Semester Courses. Refunds for full-semester courses will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund will be available thereafter.

Policy 1.2. Seven-Week Quarter Courses. Refunds for seven-week quarter courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays 4 and 5 of the quarter. No refund will be available thereafter.

Policy 1.3. Odd-Day, Non-Standard Courses. The refund for odd-day, non-standard courses will be a 100 percent refund during the drop/add period. No refund will be available thereafter.



## 2) Noncredit Courses Offered Through Continuing Education

**Policy 2.1.** Nontechnology Courses. The refund for nontechnology courses will be 100 percent prior to the start of the course. No refund will be available thereafter.

**Policy 2.2.A.** Technology Courses (deposits). The refund policy for deposits for technology courses will be 100 percent five or more days (including weekend days) prior to the start of class; no refund for four or fewer days (including weekend days) prior to the start of class.

**Policy 2.2.B.** Technology Courses (course fee). The refund policy for course fees for technology courses will be 90 percent up to the end of the first class; no refund thereafter.

## 3) Summer Courses

**Policy 3.1.** Five-week Summer Courses. Refunds for five-week summer courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays four and five of the summer session; and no refund thereafter.

**Policy 3.2.** 10-Week Summer Courses. Refunds for 10-week summer courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during the three weekdays after the drop/add period has ended; and no refund thereafter.

**Policy 3.3.** Odd-Day, Non-Standard Courses. The refund for these courses will be 100 percent during the drop/add period; no refund thereafter.

## 4) Housing, Meal Plan, and Dining and Flex Dollars

**Policy 4.1.** Housing. Refunds for housing will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund thereafter.

**Policy 4.2.** Meal Plan – Dining. Refunds for Meal Plan – Dining options will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund thereafter.

**Policy 4.3.A.** Flex Dollars (Students). Flex dollars carry from year to year and balances greater than \$20\* are refundable at the time of graduation/withdrawal from the college.

- If the student's college account is paid in full, we will issue a refund to the cardholder within 60 days of graduation or withdrawal.
- If the student has an outstanding balance with the college, we will apply the flex dollars balance to that account.

**Policy 4.3.B.** Flex Dollars (Employees). Flex dollars carry from year to year and balances greater than \$20\* are refundable at the end of employment with the college. A refund will be issued within 60 days of the end of employment.

\*There will be a \$20 processing fee deducted from the balance prior to refund.

## RETURN OF FINANCIAL AID POLICY

Students who receive financial aid and withdraw from the college during the semester may not be eligible for their entire financial aid award. A revised financial aid award notice will be mailed to students once awards have been adjusted. Bridgewater State College must return federal and state grants, loans and scholarships to the federal or state government based on the student's length of enrollment. The student may retain only a prorated portion of the federal and state aid awarded based on the length of the term and the student's withdrawal date. The remainder of the student's financial aid must be returned by BSC to the Department of Education or Commonwealth of Massachusetts. If the student received a cash disbursement of aid, he or she may owe a repayment to BSC or to the federal government.

The Return of Title IV Funds requirement remains in effect until the 60 percent point of the semester. See Web site for actual dates in the current semester. After those dates the student may retain all financial aid.

Bridgewater State College uses the Federal Return of Title IV Funds formula and dates to calculate the amount of institutional scholarship/grant funds a withdrawn student may retain.

*It is very possible that a student who receives financial aid and withdraws during the Return of Title IV funds period will owe a balance to the BSC Student Accounts Office and may be required to repay funds to the U.S. Department of Education.*

All undergraduate, matriculated (degree seeking) students who withdraw from school must notify, in writing, both the Academic Achievement Center and the Financial Aid Office.

All graduate, matriculated (degree seeking) students who withdraw from school (program) must notify, in writing, both the School of Graduate Studies and the Financial Aid Office.

**Note: Federal, State or Institutional regulations, and/or action by the Board of Higher Education may necessitate revision to the above Return of Financial Aid Policy.**



Tuition and Fees – Fiscal Year 2008-2009 – MASSACHUSETTS RESIDENT



Tuition and Fees

UNDERGRADUATE DAY				UNDERGRADUATE EVENING			GRADUATE DAY			GRADUATE EVENING		
Credits	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total
1	38.00	216.55	254.55	38.00	216.55	254.55	70.00	216.55	286.55	70.00	216.55	286.55
2	76.00	433.10	509.10	76.00	433.10	509.10	140.00	433.10	573.10	140.00	433.10	573.10
3	114.00	649.65	763.65	114.00	649.65	763.65	210.00	649.65	859.65	210.00	649.65	859.65
4	152.00	866.20	1018.20	152.00	866.20	1018.20	280.00	866.20	1146.20	280.00	866.20	1146.20
5	190.00	1082.75	1272.75	190.00	1082.75	1272.75	350.00	1082.75	1432.75	350.00	1082.75	1432.75
6	228.00	1299.30	1527.30	228.00	1299.30	1527.30	420.00	1299.30	1719.30	420.00	1299.30	1719.30
7	266.00	1515.85	1781.85	266.00	1515.85	1781.85	490.00	1515.85	2005.85	490.00	1515.85	2005.85
8	304.00	1732.40	2036.40	304.00	1732.40	2036.40	560.00	1732.40	2292.40	560.00	1732.40	2292.40
9	342.00	1948.95	2290.95	342.00	1948.95	2290.95	630.00	1948.95	2578.95	630.00	1948.95	2578.95
10	380.00	2165.50	2545.50	380.00	2165.50	2545.50	700.00	2165.50	2865.50	700.00	2165.50	2865.50
11	418.00	2382.05	2800.05	418.00	2382.05	2800.05	770.00	2382.05	3152.05	770.00	2382.05	3152.05
12	455.00	2598.50	3053.50	456.00	2598.60	3054.60	837.50	2598.50	3436.00	840.00	2598.60	3438.60
13	455.00	2598.50	3053.50	494.00	2815.15	3309.15	837.50	2598.50	3436.00	910.00	2815.15	3725.15
14	455.00	2598.50	3053.50	532.00	3031.70	3563.70	837.50	2598.50	3436.00	980.00	3031.70	4011.70
15	455.00	2598.50	3053.50	570.00	3248.25	3818.25	837.50	2598.50	3436.00	1050.00	3248.25	4298.25
				No Max	No Max					No Max	No Max	

ADDITIONAL FEES	
SGA 12 Credits or More (Student Gov. Assoc.)	\$50.00
SGA Fewer than 12 Credits (Student Gov. Assoc.)	\$25.00
Software Fee (\$1.25 per credit)	\$15.00
Official Transcript Charge (per copy)	\$2.00
Official On-the-Spot Transcript Charge	\$5.00
Health Insurance (waivable)	\$1189.00
Parking Decal (waivable) 8 credits or less*	\$50.00
Parking Decal (waivable) 9 credits or more*	\$125.00
* 1 <sup>st</sup> yr. resident students with less than 24 credits are not permitted to purchase parking decals or bring a car to campus	

RESIDENCE HALL CHARGES	
Shea/Durgin Hall and Woodward Hall*	\$2614.00
Pope Hall and Scott Hall*	\$2570.00
Great Hill Student Apartments*	\$2550.00
DiNardo/Miles Hall*	\$2876.00
East Hall: Single East Hall: Double	\$2965.00 \$2652.50
Crimson Hall: Single Crimson Hall: Double	\$3328.00 \$3068.00
Residential Activity Fee	\$10.00
ResNet Program Fee	\$160.00
* Single rooms are \$150.00 more per semester.	

DINING CHARGES			
Meal Plan	Per Semester Rates		
	Base Meal	Din. \$\$\$*	Guest Cost
Plan A	120	\$210.00	5 \$1550.00
Plan B	75	\$500.00	5 \$1508.00
Plan C	15	\$200.00	N/A \$312.00**
* Dining Dollars expire the end of each semester.			
** Great Hill Student Apartments ONLY.			

ORIENTATION FEE	
Class Status	
1 <sup>st</sup> Time Fall Semester Freshman	\$160.00
1 <sup>st</sup> Time Spring Semester Freshman	\$80.00
1 <sup>st</sup> Time Transfer Student	\$90.00

Charges subject to change by action of the Massachusetts Board of Higher Education



Credits	UNDERGRADUATE DAY			UNDERGRADUATE EVENING			GRADUATE DAY			GRADUATE EVENING		
	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total
1	294.00	216.55	510.55	38.00	216.55	254.55	70.00	216.55	286.55	70.00	216.55	286.55
2	588.00	433.10	1021.10	76.00	433.10	509.10	140.00	433.10	573.10	140.00	433.10	573.10
3	882.00	649.65	1531.65	114.00	649.65	763.65	210.00	649.65	859.65	210.00	649.65	859.65
4	1176.00	833.20	2009.20	152.00	866.20	1018.20	280.00	866.20	1146.20	280.00	866.20	1146.20
5	1470.00	1082.75	2552.75	190.00	1082.75	1272.75	350.00	1082.75	1432.75	350.00	1082.75	1432.75
6	1764.00	1299.30	3063.30	228.00	1299.30	1527.30	420.00	1299.30	1719.30	420.00	1299.30	1719.30
7	2058.00	1515.85	3573.85	266.00	1515.85	1781.85	490.00	1515.85	2005.85	490.00	1515.85	2005.85
8	2352.00	1732.40	4084.40	300.00	1732.40	2036.40	560.00	1732.40	2292.40	560.00	1732.40	2292.40
9	2646.00	1948.95	4594.95	342.00	1948.95	2290.95	630.00	1948.95	2578.95	630.00	1948.95	2578.95
10	2940.00	2165.50	5105.50	380.00	2165.50	2545.50	700.00	2165.50	2865.50	700.00	2165.50	2865.50
11	3234.00	2382.05	5616.05	418.00	2382.05	2800.05	770.00	2382.05	3152.05	770.00	2382.05	3152.05
12	3525.00	2598.50	6123.50	456.00	2598.60	3054.60	837.50	2598.50	3436.00	840.00	2598.60	3438.60
13	3525.00	2598.50	6123.50	494.00	2815.15	3309.15	837.50	2598.50	3436.00	910.00	2815.15	3725.15
14	3525.00	2598.50	6123.50	532.00	3031.70	3563.70	837.50	2598.50	3436.00	980.00	3031.70	4011.70
15	3525.00	2598.50	6123.50	570.00	3248.25	3818.25	837.50	2598.50	3436.00	1050.00	3248.25	4298.25
				No Max	No Max					No Max	No Max	

ADDITIONAL FEES	
SGA 12 Credits or More (Student Gov. Assoc.)	\$50.00
SGA Fewer than 12 Credits (Student Gov. Assoc.)	\$25.00
Software Fee (\$1.25 per credit)	\$15.00
Official Transcript Charge (per copy)	\$2.00
Official On-the-Spot Transcript Charge	\$5.00
Health Insurance (waivable)	\$1189.00
Parking Decal (waivable) 8 credits or less*	\$50.00
Parking Decal (waivable) 9 credits or more*	\$125.00

RESIDENCE HALL CHARGES	
Shea/Durgin Hall and Woodward Hall*	\$2614.00
Pope Hall and Scott Hall*	\$2570.00
Great Hill Student Apartments*	\$2550.00
DiNardo/Miles Hall*	\$2876.00
East Hall: Single	\$2965.00
East Hall: Double	\$2652.50
Crimson Hall: Single	\$3328.00
Crimson Hall: Double	\$3068.00
Residential Activity Fee	\$10.00
ResNet Program Fee	\$160.00
* Single rooms are \$150.00 more per semester.	

DINING CHARGES				
Meal Plan	Per Semester Rates			Cost
	Base Meal	Din. \$\$\$	Guest	
Plan A	120	\$218.00	5	\$1550.00
Plan B	75	\$520.00	5	\$1508.00
Plan C	15	\$210.00	N/A	\$312.00**
* Dining Dollars expire the end of each semester.				
** Great Hill Student Apartments ONLY.				

ORIENTATION FEE	
Class Status	Cost
1 <sup>st</sup> Time Fall Semester Freshman	\$160.00
1 <sup>st</sup> Time Spring Semester Freshman	\$80.00
1 <sup>st</sup> Time Transfer Student	\$80.00

Charges subject to change by action of the Massachusetts Board of Higher Education



The mission of the Financial Aid Office at Bridgewater State College is to assist students and parents in financing their education. Our main goal is to ensure access for all who desire to pursue higher education.

Financial aid award packages may consist of a combination of resources such as grant, scholarship, tuition waiver, work-study and loan. An award package is always dependent on the availability of funds from the state and federal government. Awarding of funds is based on "need," which is the difference between the cost of attendance (COA) and the Expected Family Contribution (EFC).

The cost of attendance includes direct expenses such as tuition and fees, and also incorporates estimated costs for books and supplies, room and board, transportation and personal expenses. The expected family contribution is determined by using the federal need analysis formula when the Free Application for Federal Student Aid (FAFSA) is completed and processed. The difference between the two is the "need," which is met by financial aid funds.

## **COST OF ATTENDANCE**

**– FAMILY CONTRIBUTION**

**= FINANCIAL NEED**

All students who desire consideration for financial aid funds must complete the FAFSA each year. FAFSA on the Web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) is the easiest and fastest way to apply. The entire process can be completed electronically when both the student and the parent apply for a Personal Identification Number (PIN), which allows the family to sign the application electronically. Apply at [www.pin.ed.gov](http://www.pin.ed.gov). The PIN permits a family to sign and access the FAFSA year after year; there is no need to reapply for a PIN each year.

To obtain priority consideration for financial aid funds, the federal government must receive the student's completed FAFSA by March 1<sup>st</sup> of the award year. This is a receipt date, not a post-mark date. Electronic applications are considered received when applicants click the "submit" button at the end of the application process from their computer. Applicants should print a copy of their confirmation page when applying online.

Applications are accepted after the March 1<sup>st</sup> priority date, but awards will be made on a funds-available basis. Applications for the spring semester are accepted on a rolling basis.

Students must reapply for financial aid funds each year they attend the college. Although the amount and type of aid offered may be changed due to funding availability and program guidelines, an applicant will continue to be eligible as long as financial need is demonstrated and the student maintains satisfactory academic progress. Please see the section of Satisfactory Academic Progress and Student Financial Aid.

The college has strict guidelines regarding refunds of tuition and the distribution of financial aid funds for students who withdraw from the institution. Please refer to the refund section of this catalog.

Financial aid is available for study abroad.

For a complete list and description of financial aid programs, see [www.bridgew.edu/financialaid/FinAidPrograms.cfm](http://www.bridgew.edu/financialaid/FinAidPrograms.cfm) or contact the Financial Aid Office at 508.531.1341 for details.

## **SATISFACTORY ACADEMIC PROGRESS AND STUDENT FINANCIAL AID**

Satisfactory Academic Progress (SAP) is a federal policy that measures two components: quantitative and qualitative progress.

*The quantitative portion* requires students attending an institution that awards federal financial aid be making progress toward the completion of their degree within a reasonable period of time. All attempted credits count toward the calculation, and withdrawals, failures and incomplete grades will all negatively impact a student's progress. The Commonwealth of Massachusetts and Bridgewater State College's institutional financial aid programs adhere to the same standards. Since standards are applied to all students, one does not necessarily have to be a financial aid applicant to fall under the auspices of this regulation.

The maximum time frame for completing an undergraduate degree is 150 percent of the published length of the program. For programs that are 120 credits, students would be allowed to attempt no more than 180 credits before completing the requirements for their degree. Generally, for full-time students, this is equal to six years. Students who have not completed their degree within this parameter would be deemed ineligible for financial aid.

Since students have 150 percent of the published length of a program to complete their degree, they must complete at least 75 percent of all credits attempted to maintain compliance with the satisfactory progress standards. Courses that do not carry credit, but are successfully completed, are not considered punitive under the calculation. Progress is measured over time, and the entire academic record is reviewed at the end of each academic year. Repeating classes for which a passing grade has already been earned will negatively impact a student's progress since no additional credits are earned, but additional credits are attempted. Students who do not meet the college's standards are notified of the loss of financial aid eligibility prior to the start of the next semester. When students are notified of their ineligibility, they are also given the opportunity to appeal, in writing, based on mitigating circumstances. Summer classes are included as attempted and/or completed credits in the following academic year (unless a special condition is imposed by the Satisfactory Progress Committee).

To remain in compliance with the satisfactory academic progress policy, a completion rate of 75 percent is required. Simply stated, students must complete at least 75 percent of all attempted credits over time. To determine the number of credits required to maintain satisfactory progress, multiply the total number of attempted credits by 75 percent.



The following chart provides an example:

Student Example	Total of Attempted Credits	Required to Complete (75 percent)
#1	30	23
#2	20	15
#3	65	49
#4	9	7

All appeals are reviewed by the Satisfactory Progress Committee, whose representatives are from the Registrar’s Office, Academic Achievement Center and the Financial Aid Office. Decisions by the committee are final. Students whose appeals are approved will have their financial aid eligibility reinstated on a probationary basis. These students must be especially diligent in completing all attempted credits until compliance with the policy is reestablished. In some cases, a student’s eligibility may be regained for only one semester, with the stipulation that the student successfully complete all attempted credits to regain eligibility for the next semester.

Transfer credits are not evaluated toward the BSC completion rate that is performed at the end of each academic year. However, transfer credits will affect the maximum time frame in which students must earn their degree. For example, a student who transfers 60 credits toward an undergraduate degree would presumably have to earn 60 more credits to complete their BSC degree. Using the federal 150 percent rule, the students would be allowed to attempt only 90 more credits before losing financial aid eligibility.

The qualitative component of the policy deals with progress as it relates to the student’s Grade Point Average (GPA). Satisfactory academic progress standards adhere to the college’s policy for academic standards. (See chart below.) Students who are academically separated from the college are not eligible for financial aid funds unless they successfully appeal to the appropriate academic dean and are subsequently reinstated. If such a student has met the quantitative component of the Satisfactory Academic Progress policy, no further appeal is required, and financial aid can be reinstated. However, if the quantitative standard has not been met, the student must present an additional appeal to the satisfactory progress committee.

Academic Standards:

Credit Hours Attempted	Academic Warning	Probation GPA	Separation Below This GPA
0-16	2.0-2.19	Below 2.0	1.00
17-31	2.0-2.19	Below 2.0	1.50
32-46	2.0-2.19	Below 2.0	1.65
47-61	2.0-2.19	Below 2.0	1.75
62-89	2.0-2.19	Below 2.0	1.85

Eligibility can be regained in two ways: students who are deemed ineligible may find an alternative funding source, continue to take classes and regain eligibility on their own over time, or students may instead decide to appeal to the Satisfactory Progress Committee. Students who submit their appeal by the deadline that is communicated in their letter will retain their

on-time status if their FAFSA was received by the published preferred deadline of March 1 and all other required documents, if any, are submitted to the Financial Aid Office in a timely manner. Appeals received after the deadline, if approved, will be awarded on a funds-available basis regardless of the FAFSA receipt date. Appeals will be reviewed throughout the academic year.

This policy may be subject to changes or updates. The policy on the financial aid Web page supersedes the policy in this catalog.

## STUDENT EMPLOYMENT

In addition to the Federal Work Study Program, Bridgewater State College provides opportunities for employment both on and off campus through the Student Employment Center located in Boyden Hall. Services of the center are open to all Bridgewater State College students regardless of financial aid status.

## ALUMNI SCHOLARSHIPS

The Bridgewater Alumni Association provides scholarships to Bridgewater undergraduate students. These individual scholarships are provided by separate trust funds, each specifying the particular criteria to be utilized in selecting a recipient for that award. Application forms are available during February each year and may be accessed on the BSC Web site at [www.bridgew.edu](http://www.bridgew.edu).

## GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are offered by the School of Graduate Studies, subject to the availability of funds, in areas associated with certain programs of the college. For details regarding graduate assistantships, see the “School of Graduate Studies” section of the catalog.

## OTHER SCHOLARSHIPS

In order to give recognition and prestige to student achievement on campus, many academic departments, clubs and campus organizations sponsor scholarships and monetary awards to deserving Bridgewater State College students. A complete listing may be found in the *Bridgewater State College Handbook* and further information regarding application procedures may be obtained in the Office of Student Affairs, or on the BSC Web site at [www.bridgew.edu](http://www.bridgew.edu).

## VETERANS’ AFFAIRS

The Office of Veterans’ Affairs provides general information on Veterans Educational Assistance programs, educational guidance and other related assistance. The office is also responsible for maintaining veterans’ benefit records and for submitting necessary documentation for initial enrollment and continuing eligibility benefits.

Students who may be eligible for educational benefits include students who are enrolled in day or evening classes, either full- or part-time in undergraduate, graduate and some certificate programs and are veterans of World War II, Korean, Vietnam and post-Vietnam eras; men and women in the Reserves or National



Guard; husbands, wives, widows, widowers and children of veterans whose death or permanent and total disabilities were service-connected; service-connected disabled veterans, dependents of servicemen missing in action or prisoners of war for more than 90 days.

For information concerning the Veterans' Educational Assistance programs, the National Guard and selective reserve programs or the state tuition waiver program, please contact the Veterans' Affairs Office, Financial Aid Office, Tillinghast Hall, or call or visit between the hours of 8:30 am and 5 pm, Monday through Friday. Telephone 508.531.1341.

---

## **AIR FORCE RESERVE OFFICER TRAINING CORPS (ROTC)**

Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.

Through a cross-enrolled program with Boston University, interested Bridgewater State College students may participate in the Air Force Reserve Officer Training Corps Program. Requirements include yearly Aerospace Studies classes, Leadership Laboratory classes, and physical fitness training. Mandatory weekly time commitments range from 5 to 7 hours. Once students complete their degree, the Air Force offers a wide variety of career fields from which to choose including flying, opportunities as a pilot, navigator or weapons controller. The Air Force has opportunities for students of any major.

In addition to the tremendous leadership and management training that cadets receive, they can also benefit from several scholarship programs.

If you are interested in joining the Air Force ROTC program or want additional information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road Boston, MA 02215 at 617.353.6316 or 4705.

Classes are held at Boston University. You can also visit the detachment Web site at [www.bu.edu/af-rotc](http://www.bu.edu/af-rotc).



## BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Bachelor of Arts and Bachelor of Science degree programs prepare students for fields of endeavor related to the following areas of study and for graduate school. Some of the degree programs prepare students for secondary, middle school or PreK-12 specialist teaching if secondary education is selected as a minor.

Accounting and Finance  
Anthropology  
Art  
Athletic Training  
Aviation Science  
Biology  
Chemistry  
Chemistry-Geology  
Communication Studies  
Computer Science  
Criminal Justice  
Earth Sciences  
Economics  
English  
Geography  
Health Education  
History  
Management  
Mathematics  
Music  
Philosophy  
Physical Education  
Physics  
Political Science  
Psychology  
Social Work  
Sociology  
Spanish

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but no later than the end of the sophomore year, in order to be certain that course selection will allow graduation with the desired degree.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

## BACHELOR OF SCIENCE IN EDUCATION

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies regarding proposed regulations changes that may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog titled "School of Education and Allied Studies" for important licensure information including institutional deadlines.

The Bachelor of Science in Education is offered in the following areas:

Early Childhood Education  
Elementary Education  
Special Education

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 pm or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

## MAJOR

Students must meet all requirements of the major as specified under the departmental listings. A minimum of 30 credits and a maximum of 36 credits within the major may be required by a department. The 30 to 36 credits reflect all courses taken in the major department, including those that are listed under the distribution of Core Curriculum Requirements. At least one half of the required courses in the major field (excluding cognate requirements) must be successfully completed at this college. A minimum 2.0 GPA in the major is required for graduation. The major GPA includes all courses completed in the major field (excluding cognate requirements). The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered. Students should select a major by the end of the sophomore year.

## DOUBLE MAJOR

In order to graduate with a double major, students must meet all requirements of both majors. Completion of the double major will be reflected on the finalized transcript.

Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences.



## CONCENTRATION

A concentration is a unified set of courses usually composed of core requirements and of those additional course requirements particular to the chosen area of concentration. The total number of core and particular requirements must be at least 24 but not more than 36 credit hours. Cognate courses (required courses outside the major department) are not counted as part of the 36 hours. Only students selecting the major field of study may complete a concentration within that major. The concentration is noted on the transcript. Concentrations are available in:

### Accounting and Finance

Accounting  
Finance

### Anthropology

Cultural Anthropology  
General Anthropology  
Public Archaeology

### Art

Art Education  
Art History  
Crafts  
Fine Arts  
Graphic Design  
Photography

### Aviation Science

Aviation Management  
Flight Training

### Biology

Biomedical/Molecular Biology  
Environmental Biology  
General Biology

### Chemistry

Biochemistry  
Environmental Chemistry  
Professional Chemistry

### Communication Studies

Corporate Communication  
Individualized  
Media Studies and Communication Technologies  
Speech Communication  
Dance Education  
Theater Arts  
Theater Education

### Early Childhood Education

Early Education and Care, PreK-K

### Earth Sciences

General  
Environmental Geosciences  
Geology

### English

English Education (High School, Middle School)  
Writing

### Health Education

Community Health  
School Health

### History

Military History

### Management

General Management  
Energy and Environmental Resources Management  
Global Management  
Information Systems Management  
Marketing  
Operations Management  
Transportation

### Music

Music Education

### Philosophy

Applied Ethics

### Physical Education

Coaching  
Exercise Science/Health Fitness  
Motor Development Therapy/Adapted Physical Education  
Recreation  
Recreation and Fitness Club Administration  
Teacher Licensure in Physical Education (PreK-8)  
Teacher Licensure in Physical Education (5-12)

### Physics

General Physics  
Professional Physics

### Political Science

American Politics  
International Affairs  
Legal Studies  
Public Administration

### Psychology

Child Psychology  
Industrial and Organizational Psychology  
Medical and Health Psychology

### Sociology

City, Community and Region  
Education  
Global Studies

### Special Education

Communication Disorders

## MINOR

A minor is a unified set of courses chosen outside of the major field of study requiring not less than 18 nor more than 21 hours. The minor is recorded on the student's transcript. Minors may include courses from only one department or may be interdisciplinary. Students may use courses that satisfy Core Curriculum Requirements or departmental requirements to fulfill interdisciplinary minor requirements unless otherwise prohibited. At least



one half of the courses required for the minor must be successfully completed through Bridgewater State College. Students must achieve a minimum 2.0 cumulative average in declared minors. The minor GPA includes all courses required for completion of the minor regardless of the department in which the courses are offered. Specific requirements for a minor are found under the departmental descriptions.

Minors are offered in:

Accounting and Finance  
Actuarial Science  
American Studies  
Anthropology  
Art  
Art History  
Asian Studies  
Aviation Science  
Biochemistry  
Biology  
Biotechnology  
Canadian Studies  
Chemistry  
Civic Education and Community Leadership  
Coaching  
Communication Disorders  
Communication Studies  
Computer Science  
Criminal Justice  
Dance  
Earth Sciences  
Economics  
English  
Environmental Biology  
Ethnic Studies  
Exercise Physiology  
Forensic Psychology  
Geography  
Geophysics  
Health Promotion  
Health Resources Management  
History  
Inclusive Practices in Special Education and Communication Disorders  
Irish-American Studies  
Latin American and Caribbean Studies  
Management  
Mathematics  
Middle East Studies  
Music  
Philosophy  
Physics  
Political Science  
Portuguese  
Professional Practices in Special Education and Communication Disorders  
Psychology  
Public History  
Public Relations  
Recreation

Russian and East European Studies

Secondary Education

(High School, Middle School, PreK-12 Specialist)\*

Social Welfare

Sociology

Spanish

Theater Arts

Urban Affairs

Women's and Gender Studies

\* Students who wish to become middle school, secondary teachers or PreK-12 specialists elect a minor in secondary education and a major from one of the major fields offered. This minor requires more than 21 hours in order to satisfy Massachusetts licensure standards.

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog titled "School of Education and Allied Studies" for important information including institutional deadlines.

## CORE CURRICULUM REQUIREMENTS

Bridgewater State College's core curriculum was developed to serve as the educational foundation that all Bridgewater State College students will build on to complete their program of study. The core curriculum features a skills-centered, outcomes-based distribution model of general education that allows students a wide choice of courses and the flexibility to integrate the requirements of their major with the broader, liberal education that is required of responsible citizens of the 21<sup>st</sup> century. Students who complete the BSC core curriculum will learn a significant body of factual knowledge as well as understand the intellectual foundations, conceptual frameworks, and methodologies of the major academic disciplines.

**The BSC core curriculum is composed of four main areas:**

**Skill Requirements:** All students are required to demonstrate proficiency in the skill areas of writing, logical reasoning, mathematical reasoning, and spoken communication.

**Core Distribution Requirements:** All students will learn about the arts, humanities, the natural and social and behavioral sciences, global culture, multiculturalism, application of quantitative skills and the U.S. and Massachusetts Constitutions.

**Seminars:** The First and Second Year Seminars are key features of the BSC core curriculum. These topic courses will allow students to explore an area of interest in a small, discussion-oriented course. The First Year Seminar is a writing intensive course designed to engage the student in college-level learning. The Second Year Seminar is either speaking or writing intensive and will engage students in the connections between classroom learning and the world.



**Requirements in the major:** To connect the Core Curriculum with each major, students will complete one writing intensive course in their major and will be able to demonstrate information literacy and technology proficiency in their major.

## Core Skills Requirements

ENGL 101 Writing I (CWR1)\*

ENGL 102 Writing II (CWR2)\*

## Foundations of Logical Reasoning (CLOR)\*

Select one course:

MATH 180 Transition to Advanced Mathematics

PHIL 111 Foundations of Logical Reasoning

## Foundations of Mathematical Reasoning (CMAR)\*\*

Select one course:

MATH 100 Precalculus Mathematics

MATH 105 Selected Topics in Mathematics

MATH 107 Principles of Mathematics I

MATH 108 Principles of Mathematics II

MATH 110 Elementary Statistics I

MATH 120 Introduction to Linear Algebra

MATH 130 Discrete Mathematics I

MATH 141 Elements of Calculus I

MATH 142 Elements of Calculus II

MATH 144 Applied Calculus for Business

MATH 151 Calculus I

MATH 152 Calculus II

## Spoken Communication (CSPK)\*\*

Select one course:

COMM 130 Human Communication Skills

COMM 250 Public Speaking

THEA 210 Oral Interpretation

## Core Distribution Requirements\*\*\*

These courses will not satisfy the Core Skills Requirements. A course may be applied to a Core Distribution Requirement and one or more of the Additional Distribution Requirements. All requirements must be met.

## Fine and Performing Arts (CFPA)

Select two courses from below:

ARTH 101 Introduction to Art

ARTH 102 Introduction to Architecture

ARTH 103 Survey of Ancient and Medieval Art

ARTH 104 Survey of Art from the 14<sup>th</sup> Century to the Present

ARTH 203 American Art and Architecture

ARTH 205 Asian Art Survey: India, China and Japan

ARTH 207 Introduction to African Art

ARTH 208 Survey of Islamic Art and Architecture

ARTH 211 Monuments as Cultural Symbols and Emblems of Power

ARTH 214 Art History Study Tour

ARTH 215 Themes in the Visual Arts

ARTH 217 African-American Art

\* Must be taken in 1<sup>st</sup> year

\*\* Must be taken in 2<sup>nd</sup> year

\*\*\* May be taken anytime

ARTH 218 History of Photography

ARTH 219 Mesoamerican Art and Architecture

ARTH 220 United States Art Study Tour

ARTH 308 Women in the Visual Arts

ARTH 311 Orientalism

ARTS 104 Introduction to Digital Imaging and 4-D Design

ARTS 125 Drawing I

ARTS 130 Two-Dimensional Design

ARTS 140 Three-Dimensional Design

ARTS 204 Time-Based Art

MUSC 120 Class Guitar I (Classical Guitar)

MUSC 130 Voice Class I

MUSC 140 Class Piano I

MUSC 160 Music: A Listening Approach

MUSC 162 Music in African Culture

MUSC 163 Music of the Non-Western World

MUSC 165 Introduction to Women Composers

MUSC 166 Survey of American Jazz

MUSC 168 American Popular Music

MUSC 170 Music Fundamentals

MUSC 240 Class Piano II

PHED/THEA 146 Dance Appreciation

PHED/THEA 255 Creative Dance I

PHED/THEA 260 World Dance

THEA 110 Theater Appreciation

THEA 115 Play Production

THEA 120 Introduction to Acting

THEA/PHED 146 Dance Appreciation

THEA 222 Asian Theater

THEA 226 Children's Theater

THEA 236 The American Musical Theater

THEA/PHED 255 Creative Dance I

THEA/PHED 260 World Dance

## Humanities (CHUM)

Select three courses from below:

ENGL 211 Literary Classics of Western Civilization to 1600

ENGL 214 The Classical Tradition

ENGL 221 Major British Writers to 1800

ENGL 222 Major British Writers since 1800

ENGL 231 Major American Writers to 1865

ENGL 232 Major American Writers since 1865

ENGL 233 Introduction to the African-American Novel

ENGL 241 Shakespeare

ENGL 251 Literary Themes

ENGL 252 Literary Types

ENGL 253 Non-Western Literature

ENGL 254 Literature for Elementary Education Majors

ENGL 255 East Asian Literature in Translation

ENGL 261 Film Study: Introduction to the Art

ENGL 262 Film Study: Literature and Film

ENGL 324 Language in Context

ENSL 101 English as a Second Language I

ENSL 102 English as a Second Language II

ENSL 151 Intermediate English as a Second Language

HIST 111 Western Civilization to the Reformation

HIST 112 Western Civilization since the Reformation

HIST 131 World History to 1500



HIST 132 World History since 1500  
HIST 151 Asian Civilization  
HIST 161 History and Culture of Mexico  
HIST 221 United States History and Constitutions to 1865  
HIST 222 United States History and Constitutions since 1865  
INTD/WMST 240 Critical Perspectives in Women's and

Gender Studies

LAAR 101 Elementary Arabic I  
LAAR 102 Elementary Arabic II  
LACH 101 Elementary Chinese I  
LACH 102 Elementary Chinese II  
LACV 101 Elementary Cape Verdean Creole  
LAFR 101 Elementary French I  
LAFR 102 Elementary French II  
LAGE 101 Elementary German I  
LAGE 102 Elementary German II  
LAIT 101 Elementary Italian I  
LAIT 102 Elementary Italian II  
LAJA 101 Elementary Japanese I  
LAJA 102 Elementary Japanese II  
LAJA 151 Intermediate Japanese  
LANG 300 Languages of the World  
LANG 350 International Women's Cinema  
LAPO 101 Elementary Portuguese I  
LAPO 102 Elementary Portuguese II  
LAPO 151 Intermediate Portuguese  
LARU 101 Elementary Russian I  
LARU 102 Elementary Russian II  
LARU 151 Intermediate Russian  
LASP 101 Elementary Spanish I  
LASP 102 Elementary Spanish II  
LASP 151 Intermediate Spanish I  
LASP 200 Intermediate Spanish II  
LASP 230 Contemporary Latin America Short Story in  
Translation

PHIL 203 Happiness and the Meaning of Life  
PHIL 205 Medical Ethics  
PHIL 207 Philosophy of Education  
PHIL 210 Liberation Ethics  
PHIL 212 Philosophies of India  
PHIL 213 Philosophies of China and Japan  
PHIL 215 Environmental Ethics  
PHIL 216 Values and Technology  
PHIL 222 Philosophy of Law  
PHIL 225 Philosophy of Art  
PHIL 228 Philosophy of Religion  
PHIL 229 Explaining the Paranormal  
PHIL 231 Amoralism, Egoism and Altruism  
PHIL 232 Philosophy of Feminist Thought  
PHIL 234 Free Will, Determinism and Responsibility  
PHIL 235 Human Rights and Human Liberties  
PHIL 242 Philosophy and Human Nature  
PHIL 248 Buddha, Socrates, Jesus  
PHIL 301 Plato and Aristotle  
PHIL 303 Major Modern Philosophers  
PHIL 305 American Philosophy  
PHIL 320 Topics in Philosophy  
PHIL 402 Knowledge and Truth

PHIL 403 Ethics and Action  
PHIL 404 Mind and Language  
WMST/INTD 240 Critical Perspectives in Women's and  
Gender Studies

## Natural Sciences (CNSL; CNSN)

Select two courses from below (one must be a laboratory science):

*Laboratory Sciences (CNSL):*

BIOL 100 General Principles of Biology  
BIOL 102 Introduction to Zoology  
BIOL 117 The Biological Environment  
BIOL 121 General Biology I  
CHEM 131 Survey of Chemistry I  
CHEM 141 Chemical Principles I  
CHEM 142 Chemical Principles II  
EASC 100 Physical Geology  
EASC 101 Historical Geology  
GEOG 121 Physical Geography  
PHYS 100 Physics in the Natural World  
PHYS 107 Exploring the Universe  
PHYS 181 Elements of Physics I  
PHYS 182 Elements of Physics II  
PHYS 183 Aviation Physics  
PHYS 243 General Physics I  
PHYS 244 General Physics II

*Non-Laboratory Sciences (CNSL):*

BIOL 110 Biology: A Human Approach  
BIOL 115 Microbial World and You  
BIOL 119 The Botanical World  
BIOL 128 The Biology of Human Sexuality  
CHEM 102 Chemistry in Everyday Life  
CHEM 132 Survey in Chemistry II  
EASC 102 History of the Earth  
EASC 194 Environmental Geology  
EASC 101 Historical Geology  
GEOG 122 The Physical World  
GEOG 130 Environmental Geography  
PHYS 102 Modern Physics for the Humanist  
PHYS 180 Energy and its Social Uses

## Social and Behavioral Sciences (CSOC)

Select two courses from below:

ANTH 100 Introduction to Cultural Anthropology  
ANTH 101 Biological Anthropology  
ANTH 103 Introduction to Archaeology  
ANTH 110 Introduction to Folklore  
ANTH 111 Myth and Culture  
ANTH 115 Anthropology of Race, Class and Gender  
ANTH 120 First Nations: Global Indigenous People  
ANTH 130 Introduction to Primates  
ANTH 204 Global Human Issues  
ANTH 206 Native Cultures of North America  
ANTH 208 Anthropology of Women  
ANTH 209 Peoples and Cultures of Africa  
ANTH 213 Latin American Peoples and Cultures  
ANTH 215 The Caribbean  
ANTH 216 Peoples and Cultures of the Near East  
ANTH 224 Anthropology of South Asia



ANTH 305 Culture Change  
 ARTH 306 Urban Anthropology  
 ANTH 307 Anthropology of Religion  
 ANTH 308 Anthropology of Education  
 ANTH 309 Anthropology of Art  
 ANTH 314 Women in Myth and Lore  
 ANTH 315 Ethnic Experience in America  
 ANTH 319 Contemporary Native Americans  
 ANTH 322 War, Peace and Culture  
 ANTH 328 Archaeology of North America  
 ANTH 330 Medical Anthropology  
 ANTH 331 Political Anthropology  
 ANTH 340 Myths and Peoples of the Ancient Near East  
 ANTH 355 Anthropological Study Tour  
 ANTH 399 Special Topics in Anthropology  
 ANTH 404 Seminar: Culture and Consciousness  
 ANTH 405 Forensic Anthropology  
 ANTH 406 Seminar: Human Evolution  
 ANTH 417 She/He: Two Spirits: Gender Cross-Culturally  
 ANTH 420 Visual Anthropology  
 ANTH 426 New England Ethnic and Regional Communities  
 ANTH 435 Seminar: Global Feminism  
 COMM 365 Introduction to Intercultural Communication  
 ECON 101 Principles of Microeconomics  
 ECON 102 Principles of Macroeconomics  
 GEOG 151 Human Geography  
 GEOG 171 Geography of the Global South  
 INTD 200 Introduction to Canadian Studies  
 POLI 172 Introduction to American Government  
 POLI 250 Research Methods in Political Science  
 POLI 260 International Relations  
 POLI 274 Western Political Thought: Plato to the Present  
 POLI 275 Comparative Government  
 POLI 277 American Government: State and Local  
 POLI 279 Introduction to Public Administration  
 POLI 285 Law and the Judicial Process  
 PSYC 100 Introductory Psychology  
 PSYC 200 Non-Western Theories of Personality  
 PSYC 230 Cross-Cultural Psychology  
 SCWK 250 Introduction to Social Work  
 SCWK 270 Social Work Issues of Diversity and Oppression  
 SOCI 102 Introduction to Sociology  
 SOCI 103 Social Problems  
 SOCI 104 Global Social Problems  
 SOCI 204 Gender, Sexuality and Society  
 SOCI 211 Homeless in U.S. Society  
 SOCI 214 Middle Eastern Societies  
 SOCI 217 East Asian Societies: China and Japan  
 SOCI 218 Chinese Society and Culture  
 SOCI 219 Population and Society  
 SOCI 220 The Developing World  
 SOCI 338 Game Theory and the Law  
 SOCI 360 Feminist Theory in Sociology  
 SOCI 391 Seminar: Social Data Analysis

## Additional Distribution Requirements\*\*\*

Core Skills courses may not satisfy these requirements, but courses listed in Core Distribution Requirement areas may also be listed here.

## Writing Intensive (CWRT)

Select two courses from below.

Note: First Year and writing intensive Second Year Seminars may also be used.

ANTH 110 Introduction to Folklore  
 ANTH 111 Myth and Culture  
 ANTH 215 The Caribbean  
 ANTH 305 Culture Change  
 ANTH 307 Anthropology of Religion  
 ANTH 330 Medical Anthropology  
 ANTH 340 Myths and Peoples of the Ancient Near East  
 ANTH 404 Seminar: Culture and Consciousness  
 ANTH 426 New England Ethnic and Regional Communities  
 ARTH 214 Global Art History Study Tour  
 ENGL 211 Literary Classics of Western Civilization to 1600  
 ENGL 214 The Classical Tradition  
 ENGL 221 Major British Writers to 1800  
 ENGL 222 Major British Writers since 1800  
 ENGL 231 Major American Writers to 1865  
 ENGL 232 Major American Writers since 1865  
 ENGL 233 Introduction to the African-American Novel  
 ENGL 241 Shakespeare  
 ENGL 251 Literary Themes  
 ENGL 252 Literary Types  
 ENGL 253 Non-Western Literature  
 ENGL 254 Literature for Elementary Education Majors  
 ENGL 255 East Asian Literature in Translation  
 ENGL 261 Film Study: Introduction to the Art  
 ENGL 262 Film Study: Literature and Film  
 \*\*\*May be taken anytime

HIST 161 History and Culture of Mexico  
 INTD/W MST 240 Critical Perspectives in Women's and Gender Studies  
 PHIL 212 Philosophies of India  
 PHIL 213 Philosophies of China and Japan  
 PHIL 222 Philosophy of Law  
 PHIL 225 Philosophy of Art  
 PHIL 228 Philosophy of Religion  
 PHIL 231 Amoralism, Egoism and Altruism  
 PHIL 234 Free Will, Determinism and Responsibility  
 PHIL 248 Buddha, Socrates, Jesus  
 PHIL 301 Plato and Aristotle  
 PHIL 303 Major Modern Philosophers  
 PHIL 305 American Philosophy  
 PHIL 320 Topics in Philosophy  
 PHIL 402 Knowledge and Truth  
 PHIL 403 Ethics and Action  
 PHIL 404 Mind and Language  
 POLI 274 Western Political Thought: Plato to the Present  
 POLI 285 Law and the Judicial Process  
 PSYC 212 Research Methods II  
 SOCI 204 Gender, Sexuality and Society  
 SOCI 211 Homeless in U.S. Society  
 SOCI 219 Population and Society  
 SOCI 360 Feminist Theory in Sociology



THEA 236 The American Musical Theater  
WMST/INTD 240 Critical Perspectives in Women's and Gender Studies

## **Speaking Intensive (CSPI) or Additional Writing Intensive (CWRT)**

Select one Speaking Intensive course (CSPI):

ANTH 216 Peoples and Cultures of the Near East  
ARTH 208 Survey of Islamic Art and Architecture  
ARTH 211 Monuments as Cultural Symbols and Emblems of Power

ARTH 218 History of Photography

ARTH 311 Orientalism

or

an additional Writing Intensive Course (CWRT)

Note: first and second year seminars may be used.

## **Writing Intensive in the Major (CWRM)**

Select one course for each major as described in the major(s) requirements listed in the appropriate academic department section of this catalog.

## **Global Culture (CGCL)**

Select two courses from below.

ANTH 100 Introduction to Cultural Anthropology  
ANTH 110 Introduction to Folklore  
ANTH 111 Myth and Culture  
ANTH 120 First Nations: Global Indigenous People  
ANTH 204 Global Human Issues  
ANTH 206 Native Cultures of North America  
ANTH 208 Anthropology of Women  
ANTH 209 Peoples and Cultures of Africa  
ANTH 213 Latin American Peoples and Cultures  
ANTH 215 The Caribbean  
ANTH 216 Peoples and Cultures of the Near East  
ANTH 224 Anthropology of South Asia  
ANTH 305 Culture Change  
ANTH 307 Anthropology of Religion  
ANTH 308 Anthropology of Education  
ANTH 309 Anthropology of Art  
ANTH 314 Women in Myth and Lore  
ANTH 319 Contemporary Native Americans  
ANTH 322 War, Peace and Culture  
ANTH 328 Archaeology of North America  
ANTH 330 Medical Anthropology  
ANTH 331 Political Anthropology  
ANTH 340 Myths and Peoples of the Ancient Near East  
ANTH 404 Seminar: Culture and Consciousness  
ANTH 417 She/He: Two Spirits: Gender Cross-Culturally  
ANTH 435 Seminar: Global Feminism  
ARTH 101 Introduction to Art  
ARTH 102 Introduction to Architecture  
ARTH 103 Survey of Ancient and Medieval Art  
ARTH 104 Survey of Art from the 14<sup>th</sup> Century to the Present  
ARTH 205 Asian Art Survey: India, China and Japan  
ARTH 207 Introduction to African Art  
ARTH 208 Survey of Islamic Art and Architecture  
ARTH 214 Global Art History Study Tour

ARTH 218 History of Photography  
ARTH 219 Mesoamerican Art and Architecture  
ARTH 311 Orientalism  
COMM 462 Patterns of International Communication  
ENGL 211 Literary Classics of Western Civilization to 1600  
ENGL 214 The Classical Tradition  
ENGL 253 Non-Western Literature  
ENGL 255 East Asian Literature in Translation  
ENSL 101 English as a Second Language I  
ENSL 102 English as a Second Language II  
ENSL 151 Intermediate English as a Second Language  
GEOG 151 Human Geography  
GEOG 171 Geography of the Global South  
HIST 111 Western Civilization to the Reformation  
HIST 112 Western Civilization since the Reformation  
HIST 131 World History to 1500  
HIST 132 World History since 1500  
HIST 151 Asian Civilization  
HIST 161 History and Culture of Mexico  
INTD 200 Introduction to Canadian Studies  
LAAR 101 Elementary Arabic I  
LAAR 102 Elementary Arabic II  
LACH 101 Elementary Chinese I  
LACH 102 Elementary Chinese II  
LACV 101 Elementary Cape Verdean Creole  
LAFR 101 Elementary French I  
LAFR 102 Elementary French II  
LAGE 101 Elementary German I  
LAGE 102 Elementary German II  
LAIT 101 Elementary Italian I  
LAIT 102 Elementary Italian II  
LAJA 101 Elementary Japanese I  
LAJA 102 Elementary Japanese II  
LAJA 151 Intermediate Japanese  
LANG 300 Languages of the World  
LAPO 101 Elementary Portuguese I  
LAPO 102 Elementary Portuguese II  
LAPO 151 Intermediate Portuguese  
LARU 101 Elementary Russian I  
LARU 102 Elementary Russian II  
LARU 151 Intermediate Russian  
LASP 101 Elementary Spanish I  
LASP 102 Elementary Spanish II  
LASP 151 Intermediate Spanish  
LASP 200 Intermediate Spanish II  
LASP 230 Contemporary Latin American Short Story in Translation  
MUSC 162 Music in African Culture  
MUSC 163 Music in the Non-Western World  
PHED/THEA 260 World Dance  
PHIL 212 Philosophies of India  
PHIL 213 Philosophies of China and Japan  
PHIL 248 Buddha, Socrates, Jesus  
PHIL 301 Plato and Aristotle  
PHIL 303 Major Modern Philosophers  
POLI 275 Comparative Government  
PSYC 200 Non-Western Theories of Personality  
PSYC 230 Cross-Cultural Psychology



SOCI 104 Global Social Problems  
 SOCI 214 Middle Eastern Societies  
 SOCI 217 East Asian Societies: China and Japan  
 SOCI 218 Chinese Society and Culture  
 SOCI 220 The Developing World  
 THEA 222 Asian Theater  
 THEA/PHED 260 World Dance

## Multiculturalism (CMCL)

Select one course from below.

ANTH 100 Introduction to Cultural Anthropology  
 ANTH 115 Anthropology of Race, Class and Gender  
 ANTH 204 Global Human Issues  
 ANTH 206 Native Cultures of North America  
 ANTH 208 Anthropology of Women  
 ANTH 209 Peoples and Cultures of Africa  
 ANTH 213 Latin American Peoples and Cultures  
 ANTH 215 The Caribbean  
 ANTH 216 Peoples and Cultures of the Near East  
 ANTH 306 Urban Anthropology  
 ANTH 308 Anthropology of Education  
 ANTH 315 Ethnic Experience in America  
 ANTH 319 Contemporary Native Americans  
 ANTH 322 War, Peace and Culture  
 ANTH 330 Medical Anthropology  
 ANTH 331 Political Anthropology  
 ANTH 417 She/He: Two Spirits: Gender Cross-Culturally  
 ANTH 420 Visual Anthropology  
 ANTH 426 Seminar: New England Ethnic and Regional Communities  
 ANTH 435 Seminar: Global Feminism  
 ARTH 203 American Art and Architecture  
 ARTH 205 Asian Art: India, China and Japan  
 ARTH 207 Introduction to African Art  
 ARTH 208 Survey of Islamic Art and Architecture  
 ARTH 211 Monuments as Cultural Symbols and Emblems of Power  
 ARTH 214 Global Art History Study Tour  
 ARTH 217 African-American Art  
 ARTH 218 History of Photography  
 ARTH 220 United States Art Study Tour  
 ARTH 308 Women in the Visual Arts  
 ARTH 311 Orientalism  
 COMM 365 Introduction to Intercultural Communication  
 ENGL 233 Introduction to the African-American Novel  
 ENGL 255 East Asian Literature in Translation  
 ENGL 324 Language in Context  
 GEOG 151 Human Geography  
 GEOG 171 Geography of the Global South  
 HIST 111 Western Civilization to the Reformation  
 HIST 112 Western Civilization since the Reformation  
 HIST 131 World History to 1500  
 HIST 132 World History since 1500  
 HIST 151 Asian Civilization  
 HIST 161 History and Culture of Mexico

INDT/WMST 240 Critical Perspectives in Women's and Gender Studies  
 LANG 350 International Women's Cinema  
 LASP 230 Contemporary Latin American Short Story in Translation  
 MUSC 166 Survey of American Jazz  
 PHIL 210 Liberation Ethics  
 PHIL 212 Philosophies of India  
 PHIL 232 Philosophy and Feminist Thought  
 POLI 275 Comparative Government  
 PSYC 200 Non-Western Theories of Personality  
 PSYC 230 Cross-Cultural Psychology  
 SCWK 270 Social Work Issues of Diversity and Oppression  
 SOCI 102 Introduction to Sociology  
 SOCI 103 Social Problems  
 SOCI 104 Global Social Problems  
 SOCI 204 Gender, Sexuality and Society  
 SOCI 214 Middle Eastern Societies  
 SOCI 217 East Asian Societies: China and Japan  
 SOCI 220 The Developing World  
 SOCI 360 Feminist Theory in Sociology  
 SPED 203 Cultural Diversity Issues in Society and Schools  
 THEA 222 Asian Theater  
 WMST/INTD 240 Critical Perspectives in Women's and Gender Studies

## Application of Quantitative Skills (CQR)

Select one course from below, or a second Mathematical Reasoning course may be taken (CMAR):

AFCI 100 Fundamentals of Financial Reporting  
 AFCI 150 Personal Finance  
 AFCI 200 Financial Accounting  
 AFCI 240 Principles of Accounting I  
 AFCI 241 Principles of Accounting II  
 AFCI 340 Intermediate Accounting I  
 AFCI 341 Intermediate Accounting II  
 AFCI 350 Managerial Accounting  
 AFCI 385 Managerial Finance  
 BIOL 297 Biometry  
 CHEM 141 Chemical Principles I  
 CHEM 142 Chemical Principles II  
 ECON 210 Statistics for Economics and Business  
 PHYS 100 Physics in the Natural World  
 PHYS 102 Modern Physics for the Humanist  
 PHYS 107 Exploring the Universe  
 PHYS 180 Energy and its Social Uses  
 PHYS 181 Elements of Physics I  
 PHYS 182 Elements of Physics II  
 PHYS 183 Aviation Physics  
 PHYS 243 General Physics I  
 PHYS 244 General Physics II  
 POLI 250 Research Methods in Political Science  
 PSYC 211 Research Methods I  
 PSYC 212 Research Methods II  
 SOCI 338 Game Theory and the Law  
 SOCI 391 Seminar: Social Data Analysis



## United States and Massachusetts Constitutions (CUSC)

Select one course from below:

- ACFI 305 Business Law I
- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865
- POLI 172 Introduction to American Government
- POLI 277 American Government: State and Local
- POLI 279 Introduction to Public Administration
- POLI 285 Law and the Judicial Process

## Seminars

Each seminar may also fulfill a Core Distribution Requirement and an Additional Distribution Requirement.

### XXXX 199 First Year Seminar (CFYS)

### XXXX 298 Second Year Seminar (Speaking Intensive) (CSYS)

or

### XXXX 299 Second Year Seminar (Writing Intensive) (CSYS)

Bridgewater State College considers any student with fewer than 24 credit hours to be a 1<sup>st</sup> year student and any student with 24-53 earned credit hours to be a 2<sup>nd</sup> year student.

Please note:

- Only certain BSC courses have been approved for use in the core curriculum. Please see [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum) for a complete list of approved courses and for the most up-to-date information regarding the core curriculum.
- Students who entered BSC in the fall of 2006 or later as first time students to BSC **MUST** follow the new core curriculum.
- Students who matriculated at BSC prior to fall 2006 may petition to follow an earlier catalog.
- Students who transfer more than 23 credits to BSC will have the CFYS (First Year Seminar) waived. Students who transfer more than 53 credits will have the CSYS (Second Year Seminar) waived. However, transfer students will still need to fulfill the Writing Intensive and Speaking Intensive requirements.
- Appeals will be heard by the associate dean of Arts and Sciences.
- Transfer students who believe that they have met the outcomes for a BSC Core Curriculum Requirement by taking a course at another college should submit a Core Curriculum Substitution form to the Office of the Dean of Arts and Sciences.

## DIRECTED STUDY

The college permits students to pursue their interests through directed study. Such an undertaking involves independent thinking, hard work and creativity along with the guidance and help of a faculty member. The end result should be a paper or project accepted by the faculty member working with the student. Directed Study, which is limited to three credits with a maximum of six credits for graduation purposes and is primarily for upperclassmen, is available for the pursuit of independent

work. Application forms for directed study are available from the student's major department and should be submitted to the department chairperson for his/her recommendation and then forwarded to the appropriate school dean for approval.

## INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE

A number of departments within the college offer students the opportunity to enroll in an internship, practicum or field experience for academic credit. Such experiences provide students, usually in their third or fourth year, the chance to undertake a supervised practical experience in their field of study. Normally, field experience opportunities are available only during the fall and spring semesters.

Students interested in such a field experience have the option of consulting with their faculty adviser for details on programs available through the department or developing their own program proposals, subject to the approval of the department. If the field experience desired is proposed by the student, it is the student's responsibility to locate a faculty member who will provide the necessary supervision.

### Application and Selection

Application forms for a field experience are available from the student's department. The completed form must be filed with the chairperson of the department in which the field experience is to be undertaken no later than the end of the first quarter of the semester prior to the semester in which the field experience is to be undertaken.

The department will screen all applications in order to select students best suited for the positions available. The chairperson will forward the application forms to the dean of the appropriate school for approval. The completed form must be received by the Registrar's Office prior to the end of the drop/add period to enroll the student.

Applicants to internships must have completed at least 54 credits with a minimum 2.5 cumulative GPA. Departments may set higher standards.

### Supervision and Grading

Supervision, evaluation and grading of a field experience are the responsibilities of faculty members in the department offering the program. A student may be removed from the program if, in the judgement of the faculty supervisor, it is in the best interests of the student, agency and/or college. Grades are based on written evaluations from both the faculty supervisor and the agency supervisor.

From 3 to 15 credits in field experience may be earned and applied toward graduation requirements. The number of credits that may apply toward the major will be determined by each department. A minimum of 45 clock hours in the field is required for each credit hour granted.

### Compensation

Normally, students may not be compensated except for minimal amounts to cover such expenses as travel.



## HONORS PROGRAM

The Honors Program at Bridgewater State College encourages gifted and highly motivated students to reach their highest potential through critical thinking, scholarship and research. Small classes and close student-faculty relations provide for the vigorous and thorough exchange of ideas, while the program as a whole attempts to create an atmosphere fostering intellectual, artistic and academic achievement.

The program does not require students to complete additional course work beyond the 120 credit hours necessary for graduation; instead, students earn honors credits, as described below, by taking honors sections of regular courses and/or honors during their freshman and sophomore years, by completing honors work in certain 300- and 400-level courses during their junior and senior years, and by researching and writing an honors thesis in their senior year.

Honors students are required to meet with either of the directors once a semester to discuss their work in the program.

For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantage it provides at a time of strong competition for graduate and career opportunities.

## COMMONWEALTH HONORS

Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed below for *Commonwealth Honors* or by undertaking the requirements listed only under "Junior and Senior Years" for *Departmental Honors*. Commonwealth Honors runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater State College or developed an interest in pursuing honors work after the freshman year.

### Freshman and Sophomore Years (for Commonwealth Honors)

Students seeking Commonwealth Honors must accumulate a total of 12 credits of honors level work at the 100-200 level preferably, but not necessarily, during their first two years. Honors credit at this level can be earned in two ways: by taking four three-credit *honors courses* or by taking a mix of three-credit *honors courses* and one-credit *honors colloquia* totaling 12 credits. Both honors courses and colloquia are listed in the *Course Schedule* issued shortly before registration.

**Honors courses:** Honors courses are specially-designed sections of regular 100-200 level courses. Most fulfill Core Curriculum credit and thereby impose no additional requirements for graduation. These courses offer small class size (capped at 15 students), more active discussion, greater student and faculty interaction, more challenging material, and often an emphasis on writing and oral presentation. Honors courses have recently been offered in art, biology, chemistry, English, history, mathematics, philosophy, political science and psychology.

**Honors colloquia:** Honors colloquia carry one academic credit, meet once a week for 50 minutes, and culminate in a paper or scientific project that provides the major part of the grade. Minimum enrollment in each colloquium is two and the maximum is 12. Although most colloquia stand on their own, some are attached to regularly offered courses that form part of the student's normal program. Colloquia do not carry core curriculum credit, but offer intense study in a wide range of topics not usually found at this level.

Whether in honors classes or colloquia, students are expected to maintain a cumulative Grade Point Average (GPA) of 3.3. Students whose GPA falls between 3.3 and 2.7 may remain in the program for a further semester after which they will be dropped if the deficiency is not corrected; students whose GPA falls below 2.7 will be dropped from the program at that time. In either case, whenever the GPA returns to 3.3, students may re-enter the program. Although the honors directors have discretion to retain students in the program who do not meet these requirements, by the time of graduation students must have attained a cumulative GPA of 3.3.

### Junior and Senior Years

Students who have completed the 12 credits of honors work described above and who have attained a cumulative GPA of at least 3.3 are eligible to continue by entering a Departmental Honors program or, if the student's major does not offer Departmental Honors, by undertaking, through the Honors Center, an individually designed interdisciplinary honors program (both of which require an application, either to the Departmental Honors Committee or the Honors Center).

The following departments offer Departmental Honors:

Accounting and Finance	Movement Arts, Health
Art	Promotion and Leisure
Aviation Science	Studies
Biology	Philosophy
Chemistry	Physics
Communication Studies	Political Science
Criminal Justice	Psychology
English	Social Work
Foreign Languages	Sociology
History	Theater and Dance
Management	
Mathematics and	
Computer Science	

Honors work at this level emphasizes independent study and research in the major, or combination of majors if interdisciplinary. Students are required to take nine credits of honors work at the 300-400 level and can do so by combining *Honors Contracts* and the *Honors Thesis*. With an Honors Contract, the student and instructor devise an advanced project within the course that emphasizes independent research on a particular subject. The student then completes a special advanced project, under the instructor's direction, in conjunction with the course.

The honors courses or colloquia are advanced 300- and 400-level course work that typically replace honors contracts and are designed to prepare students for upper-level research within their field. Students should check with their departments for more information about specific requirements.



As a senior, the student researches and writes an honors thesis (earning 3 credits for "XXXX485 Honors Thesis") under the direction of a faculty member on a one-on-one basis; this can be done for either one or two semesters. (We encourage two semesters, but students should discuss this with their Departmental Honors Committee and thesis adviser. Note that some departments require a two-semester thesis). Whether the thesis qualifies the student to graduate with honors will be determined by the departmental honors committee or, where appropriate, by the student's interdisciplinary honors committee. For many students the honors thesis is the intellectual high point of the undergraduate experience – fascinating and exciting in its own right, and valuable as a preparation for graduate school or professional employment.

Credit requirements for Commonwealth Honors may be summarized as follows:

- At least 12 honors credits at the 100 or 200 level in three-credit honors classes and one-credit honors colloquia
- Nine credit hours in honors course work at the 300 or 400 level obtained by undertaking the requirements specified by the academic department, which may include honors contracts or honors courses or colloquia, and either one or two semesters of an honors thesis. Forms for honors contracts and the honors thesis can be downloaded from the Honors Program Web site, [www.bridgew.edu/honorsprograms](http://www.bridgew.edu/honorsprograms) or they may be picked up from the Honors Center. They should be filled out, signed and returned to the Honors Center during the first two weeks of the semester.
- A public presentation of the thesis work at a campus forum, such as an event sponsored by the student's department or the Undergraduate Research Symposium held each April.

Students who complete the program will have the phrase "with Commonwealth Honors" entered on their transcripts.

## DEPARTMENTAL HONORS

Students wishing to undertake only upper-division honors work can apply to their major department to do departmental honors around the end of the sophomore or beginning of the junior year, and should complete those requirements listed under "Junior and Senior Years." For specific requirements and expectations, please consult your departmental honors committee or request information at the Honors Center.

## SCHOLARSHIPS

Bridgewater State College offers a variety of academic scholarships ranging from presidential and Tsongas scholarships, administered by the Office of Admissions, to the more specialized scholarships described on the Student Affairs Web site, [www.bridgew.edu/studentaffairs](http://www.bridgew.edu/studentaffairs). Of particular interest to students in the Honors Program is the Adrian Tinsley Program for Undergraduate Research, which offers generous financial support for students' research. Full details are available at [www.bridgew.edu/atp](http://www.bridgew.edu/atp).

## HONORS CENTER

Students in the program have access throughout the year to the Honors Center in the Academic Achievement Center on the ground floor of Maxwell Library. Designed as a study area and meeting place for students in the honors program, the center has large work tables, comfortable chairs, computers, a color laser printer and a refrigerator. Students will also find copies of past honors theses written by BSC honors students, and announcements of national and regional undergraduate research conferences in which honors students are encouraged to participate. The center is open from 9 AM to 5 PM on Monday through Friday during the academic year.

## HONORS EVENTS

Twice a year the program hosts a dinner for students and faculty featuring an informal talk by a faculty recipient of the Honors Outstanding Faculty Award. The honors program also hosts other events such as the Fall Book Club, the Thesis Workshop and the One Book, One Community Program where BSC honors students and high school students gather together with faculty facilitators to discuss the same book.

## HONOR SOCIETIES

Several departments invite academically talented students to join nationally recognized honor societies. For information on the following, contact the department chairperson.

Alpha Mu Alpha (Marketing)  
Eta Sigma Gamma, Delta Pi Chapter (Health)  
Kappa Delta Pi (Education)  
Lambda Pi Eta (Communication Studies)  
Omicron Delta Epsilon (Economics)  
Phi Alpha, Beta Chi Chapter (Social Work)  
Phi Alpha Theta (History)  
Pi Kappa Delta (Forensics)  
Pi Mu Epsilon (Mathematics)  
Pi Sigma Alpha, Pi Upsilon Chapter (Political Science)  
Psi Chi (Psychology)  
Sigma Gamma Epsilon, Zeta Iota Chapter (Earth Science and Geography)

## INTERDISCIPLINARY PROGRAMS

The college offers a number of interdisciplinary programs, providing majors, minors and preprofessional programs. See the section on "Interdisciplinary and Preprofessional Programs."



## ACADEMIC INTEGRITY AND CLASSROOM CONDUCT

Students are admitted to Bridgewater State College with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The college reserves the right to require students to withdraw who do not maintain acceptable academic standing. The college also reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the college. The *Bridgewater State College Student Handbook* outlines campus policies and may be viewed at [www.bridgew.edu/handbook/index.htm](http://www.bridgew.edu/handbook/index.htm).

### ACADEMIC INTEGRITY

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the college's most essential institutional values.

The college has an obligation to establish and promote standards of academic integrity, and each member of the college community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt. Therefore, the best interests of the college community require that cases of alleged academic dishonesty be addressed seriously but equitably.

At Bridgewater State College, academic honesty is expected of all students; plagiarism and cheating are not condoned and are subject to academic penalty, which may result in a failure for the course in which the violation took place. A violation may result in a reduced grade, suspension or dismissal from the college.

Academic misconduct includes, but is not limited to, plagiarism, cheating and dishonest practices. The procedure for implementing an academic penalty for academic misconduct is as follows:

- The instructor shall notify the student of the alleged violation, and they shall discuss the matter usually within seven days of the notice of the alleged infraction. The instructor and/or the student may request that the department chair, or other party from the college, be present at this meeting. The instructor shall notify the department chair and the associate vice president for academic affairs of the nature of the alleged violation, the outcome of the meeting held with the student, and the penalty, which may include a reduced grade on an assignment or in the course, including failure. The instructor reports the case to the academic review panel, and may refer the case for review. The instructor shall inform the student that further action may be taken by the associate vice president for academic affairs, in cases of repeat offenses. The associate vice president for academic affairs will refer cases of repeat offenses to the academic review panel.

- If the matter is not resolved, the student or instructor may request a hearing within five school days before the academic review panel, and the student and instructor, each with a representative serving in an advisory capacity, should either choose to have one, shall meet with the panel to discuss the alleged violation of college policy. The academic review panel shall conduct its investigations, usually within 15 days following notification, and shall follow the requirements of due process. Based upon the allegations or evidence received, the panel may recommend further sanctions, or no change in sanctions, or a reduction in sanctions, and will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or expulsion.

Requests by students for hearings by the academic review panel will be considered on the basis of inappropriate sanctions, violation of due process, procedural error that negatively impacted the outcome, or new evidence that was not reasonably available at the time of the meeting with the instructor.

The academic review panel will consist of three faculty members and two student members of the academic policies committee, appointed annually by the chairperson of that committee; three members must be present, including at least two faculty members, to constitute a quorum. In addition, the associate vice president for academic affairs will serve in a nonvoting capacity as adviser to the panel and will maintain a record of reported violations by students. Multiple offenses by a student may have a bearing on the sanctions imposed by the panel. All evidence before the academic review panel is confidential.

Any decision of the academic review panel shall be forwarded in writing to the associate vice president for academic affairs, who shall inform both the student and the instructor of the decision in writing by hand delivery or by return-receipt-requested, addressee-only mail.

An appeal by either party shall be made to the vice president for academic affairs.

### CLASSROOM CONDUCT POLICY

Because all students and faculty at Bridgewater State College are entitled to a positive and constructive teaching and learning environment, Bridgewater State College students are prohibited from engaging in behavior or activity that causes the disruption of teaching, learning, research or other academic activities necessary for the fulfillment of the college mission.

If disruptive behavior occurs, whether in the classroom or another academic environment, a faculty member has the right to remove the student from the classroom setting. Examples of potentially disruptive behavior may include, but are not limited to, using derogatory, vulgar and insulting language directed at an individual or group, unsolicited talking in class, sleeping in class, using or activating cell phones, arriving at or leaving the classroom while class is in session, and/or failing to comply with the legitimate request of a college faculty member.

If a student exhibits disruptive behavior, the faculty member may ask the student to stop the behavior. If the student does not comply with the professor's request, he or she will be asked to



leave and the professor will indicate the expected appropriate conduct to be able to return to class. If the student agrees to the faculty member's instructions and returns to class but subsequently continues to engage in disruptive behavior during future class sessions, the faculty member will forward written documentation of the student's behavior to the respective department chairperson, who will meet with the student to review the matter and determine an appropriate course of action. While the courses of action will vary, they may include referral to advising or counseling, reduction in grade, or withdrawal from the course.

If the student does not comply with the course of action and continues to engage in disruptive behavior, the student may be withdrawn from the course after a review conducted by the associate vice president for academic affairs. This action may have implications for the student's full-time status, financial aid, health insurance and resident status.

Students who exhibit behavior that immediately endangers or seriously disrupts the establishment or maintenance of an appropriate learning environment in the classroom are subject to an immediate review by the associate vice president for academic affairs. If, at any time, faculty or students feel threatened, they should call Campus Police at 1212.

In all cases involving an individual with a disability, including mental disabilities, this policy will operate to make determinations based upon an individual's behavior rather than upon the individual's status of having a disability. Students have a personal obligation to obtain medical care for conditions that may affect their conduct, and to take any related medications as prescribed by their physicians. Under applicable disability laws, students with disabilities are responsible for their disruptive conduct.

The vice president for academic affairs will act as the sole and final appeal for any decisions made by the associate vice president for academic affairs.

The student may also be subject to disciplinary action under the Student Code of Conduct.

## ACADEMIC STANDARDS

In order for a degree-seeking or non-degree student to avoid separation from Bridgewater State College, his/her cumulative Grade Point Average (GPA) must remain above the probation level as indicated below:

Earned Credit Hours	Academic Warning	Probation GPA	Separation Below This GPA
0-16	2.0-2.19	Below 2.0	1.00
17-31	2.0-2.19	Below 2.0	1.50
32-46	2.0-2.19	Below 2.0	1.65
47-61	2.0-2.19	Below 2.0	1.75
62-89	2.0-2.19	Below 2.0	1.85
90 and above	must maintain 2.00 or better	—	2.00

In order for a first semester transfer student to avoid separation from the college, his/her cumulative GPA must remain at 1.5 or above. After the first semester, a transfer student follows the table above.

## ACADEMIC PROBATION

Students on academic probation are limited to 13 semester hours during the semester they are on probation. In addition, academic probation may involve 1) an adjustment in the student's academic load, 2) frequent interviews between the student and adviser for the analysis of difficulties and for checking the student's progress, 3) a stipulation that certain courses be taken to improve the student's academic performance, 4) restrictions on the student's extracurricular activities, and 5) other such precautions as are deemed advisable.

## ACADEMIC SEPARATION

Students who have been academically separated from the college may not take courses at the college (day or evening) for at least one academic semester. After this time period, students may apply for readmission through the Office of Admission. Although not required, it is recommended that readmission applicants give evidence of at least one semester of academic work with a 2.5 GPA or better at some other institution of higher learning. Students who have previously completed courses at a college are reminded that a total of not more than 69 credit hours may be transferred from two-year institutions. However, course work taken elsewhere will not necessarily be accepted as transfer credit. An undergraduate degree-seeking student who is academically dismissed twice can only apply for readmission after a three-year period. If readmitted, the student is placed on academic probation and must achieve a minimum GPA of 2.0 in order to continue.

The grade point average of the student will be resumed after readmission. Students who have left the college for a minimum of three years may be given special consideration upon written appeal to the vice president for academic affairs.

**Note:** Academic readmission or reinstatement to the college does not guarantee renewed financial aid eligibility. The student must contact the Financial Aid Office to be considered for financial aid.

## SATISFACTORY ACADEMIC PROGRESS

In addition to being in good academic standing (please see the preceding section), a student is defined as making satisfactory academic progress when the academic record shows successful completion of a specified number of credits per semester. Full-time students must earn a minimum of 10 semester credits each semester to achieve satisfactory academic progress.

Students should note that many financial assistance programs require participants to make satisfactory academic progress in order to remain eligible. The definition of satisfactory progress differs from that stated in the policy above.

See the "Financial Aid" section of this catalog for further information concerning satisfactory academic progress for financial aid purposes.



## AWARDING OF UNDERGRADUATE DEGREES

### COMMENCEMENT CEREMONY

The college conducts two commencement ceremonies annually, in winter and in spring. Students who complete requirements in August or December will be invited to participate in the winter ceremony.

### DEGREE APPLICATION

Students who believe they are ready to receive their degree from Bridgewater State College are required to complete a formal degree application. These applications are available in the Registrar's Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

Recommended graduation application deadlines are listed below:

**August 1:** for winter/January graduation

**December 20:** for spring/May graduation

**April 15:** for summer/August graduation

### GRADUATION REQUIREMENTS

Curricula leading to baccalaureate degrees are so planned that a student carrying 15 credit hours each semester will ordinarily be able to complete the requirements for graduation in four years or eight semesters. Degrees will be awarded to candidates who have fulfilled the following:

- A MINIMUM of 120 credits, distributed according to the core curriculum requirements, the requirements of the declared major and any free electives. Satisfactory completion of all requirements for a bachelor's degree must be under a catalog in effect within eight years of the date of graduation. The catalog used, however, may be no earlier than the catalog in effect at the time of matriculation or, in the case of a change of major, concentration or minor, no earlier than the catalog in effect when the major, concentration or minor was formally declared.  
Note: This policy does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable.
- A MINIMUM of 30 credit hours completed through Bridgewater State College, as a degree-seeking student, including at least one half of the required courses in the major and any minor field (excluding cognate requirements).  
Note: Of the 90 credits that may be accepted in transfer by Bridgewater State College and applied to the baccalaureate degree, only 69 credits will be accepted from two-year institutions.
- A MINIMUM of 15 credit hours of the final 30 credit hours of a student's degree program completed through Bridgewater State College.

Note: Any course taken at another accredited institution after admission to Bridgewater State College must have departmental preapproval. A student must complete an Approval Form for the Transfer of Undergraduate Credits After Admission for each course in advance.

- A MINIMUM cumulative grade point average (GPA) of 2.0 (or higher if required by the major at Bridgewater State College) and any other academic requirements of the student's major department as approved by college governance procedures;
- A MINIMUM cumulative grade point average (GPA) of 2.0 or higher in the student's major(s) and minor(s) requirements taken through Bridgewater State College. The major GPA includes all courses completed in the major field (excluding cognate requirements). The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered.
  - a) The credit earned in an introductory college skills course may not be used to satisfy Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.
  - b) Students will not be allowed to receive their diplomas or transcripts until all financial debts to the college have been paid.

Conferral of a degree occurs when the registrar finalizes the student's academic record and confirms that all requirements have been satisfied. Participation in the commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name in such publications as the commencement program does not confirm eligibility for the degree.

### Graduation Requirements – Second Degree Program

Upon admission to a second undergraduate degree program (see the "Undergraduate Admission" section of this catalog), the student will meet with an adviser from the major department to plan a course of study based on the current requirements of that major. That course of study must be approved by the chair of the department and forwarded to the assistant registrar. Any changes in that course of study must also have the approval of the adviser and the chair and be forwarded to the assistant registrar. If a student does not complete the course of study within four years of admission, the department may require the student to change the course of study to reflect changes in major requirements. (Note: This time period does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable.)

The graduation requirements for a second degree are as follows:

- 1) The completion of a minimum of 30 semester hours through Bridgewater State College, as a degree-seeking student, beyond the first degree with a minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department).
- 2) The completion of at least one half of the required courses in the second degree major (excluding cognate requirements) through Bridgewater State College. The remainder of the major requirements may be satisfied by the transfer of courses from another accredited institution.



- 3) A minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department) in the student's major requirements taken through Bridgewater State College. The major GPA includes all courses completed in the major field (excluding cognate requirements). The minor GPA includes all courses required for completion of the minor, regardless of the department in which the courses are offered.
- 4) The completion of all cognate requirements for the major as outlined on the adviser-approved course of study.

The Bridgewater State College Core Curriculum Requirements are satisfied by the student's first bachelor's degree, whether that degree was earned through Bridgewater State College or another accredited institution. Each student, however, must fulfill the state-mandated requirement in United States and Massachusetts Constitutions.

Both the cumulative grade point average (GPA) and the major grade point average (GPA) for the second degree will be based on all grades received through Bridgewater State College, and all undergraduate courses will appear on one continuous academic record. A student must maintain a minimum 2.0 cumulative GPA in order to remain in good academic standing at the college and continue in the program. Upon completion of the second degree, the student will be eligible to attend commencement and graduate with honors based on the cumulative GPA for all undergraduate-level work attempted through Bridgewater State College.

## GRADUATION WITH HONORS

Academic excellence for the baccalaureate program is recognized by awarding degrees *summa cum laude* (cumulative GPA of 3.8 or higher), *magna cum laude* (cumulative GPA of 3.6 to 3.79), and *cum laude* (cumulative GPA of 3.3 to 3.59). The cumulative GPA determined for honors is based on all college-level work attempted through Bridgewater State College.

The *Commencement Program* is printed prior to grades being submitted for the student's final semester; therefore, the Registrar's Office must print the honors designation that a student has earned up to the time of publication. The student's diploma and finalized transcript, however, will reflect the official honors designation based upon the student's final grade point average.

## GRADING SYSTEM

The college uses the letter-grade system of marking to indicate the student's relative performance: A (Superior); B (Good); C (Satisfactory); D (Poor); F (Failure); IP (In Progress); W (Withdrawn). Grades in the A, B, C, and D ranges may include a designation of plus or minus. In computing averages, grades are assigned the following numerical values:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Certain courses such as internships and practica may be offered on a Pass (P)/No Pass (N) basis. Courses whose credits cannot be used toward degree credits earned (ex. Freshman Skills (FRSK) courses) are assigned grades of Satisfactory (S)/Unsatisfactory (U). No numeric value is assigned to grades P, N, S or U. A symbol of WA may be given to any student who ceases attending a course without withdrawing between the end of the drop/add period and the end of the withdrawal period.

*Grades for all courses (day and evening) at Bridgewater State College become a part of the student's record and are used in computing the GPA.*

## AUDIT

A student may audit (AU) a course to gain knowledge in a particular subject area without earning credit or a grade. Students auditing a course attend and participate in classes; however, they are exempt from examinations. The course is automatically designated AU and becomes part of the student's permanent academic record. Audited courses will not be used to fulfill degree or graduation requirements. Students must submit a completed Course Audit Request form before the close of the drop/add period. Forms are available at the Registrar's Office.

## CHANGE OF GRADE

If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

## DEAN'S LIST

The dean's list is published at the end of each semester to honor the academic achievement of full-time, degree-seeking undergraduate students. A 3.3 average for the semester is required with a minimum of 12 credits completed and no grades of "incomplete" (IN).

## GRADE POINT AVERAGE (GPA)

The Grade Point Average indicates the student's overall academic average. It is calculated on both a semester and a cumulative basis. The GPA is computed by multiplying the grade numerical value received in each course by the number of credit hours per course. These totals are combined, and the result is divided by the total number of semester hours carried.

Example Course	No. Of Hours		Grade		Total
Biology	3	x	(A)	4.0	12.0
French	3	x	(C+)	2.3	6.9
English	3	x	(B)	3.0	9.0
History	3	x	(B+)	3.3	9.9
Math	3	x	(B-)	2.7	8.1
	15				45.9
$45.9 \div 15 = 3.06 \text{ GPA}$					



## Projecting an Anticipated Grade Point Average

If a student hopes to earn an overall 3.3 GPA, he or she can project the semester GPA needed to achieve this goal by following the steps listed below:

- 1) 
$$\begin{array}{rcl} 3.3 & \times & 30 \\ \text{desired GPA} & & \text{total credit} \\ & & \text{hours at the end} \\ & & \text{of next semester} \end{array} = 99.0 \text{ necessary grade points}$$
- 2) 
$$\begin{array}{rcl} 99.0 & - & 45.9 \\ \text{necessary} & & \text{grade points already} \\ \text{grade points} & & \text{earned} \\ \text{for desired GPA} & & \end{array} = 53.1 \text{ grade points needed next semester}$$
- 3) 
$$\begin{array}{rcl} 53.1 & \div & 15 \\ \text{grade} & & \text{credit hours} \\ \text{points needed} & & \text{for next semester} \end{array} = 3.54 \text{ semester GPA needed for an overall 3.3 GPA}$$

## INCOMPLETE

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be made up, both in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. If a course is not successfully completed by this deadline, the incomplete will automatically be changed to a grade of "F" (Failure), "N" (No Pass), or "U" (Unsatisfactory).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The record is finalized as of the date the degree is conferred.

## MID-SEMESTER WARNING NOTICES

Faculty may elect to send mid-semester warning notices to undergraduate students who are receiving less than a "C-" (1.7) average in any course at that time. It is the student's responsibility to meet with his/her adviser and the instructor of any course in which a warning is received. Since mid-semester warning notices are not issued by all instructors, students who do not receive notification are cautioned not to presume that they are maintaining a grade of "C-" or better.

## REPEAT COURSES

Undergraduate students may repeat a course for which they receive a grade of "C-" or less. Although all courses will appear on the student's transcript, credit for the course will be awarded only once unless otherwise stated in the college catalog. For the first three times that a course is taken, only the most recent grade will be used to calculate the GPA, regardless of which grade is higher. All grades for courses taken the third and subsequent times will be used in the calculation of the student's GPA. **(Only courses taken at Bridgewater State College and repeated at Bridgewater State College will be eligible for use under this policy.)** This policy does not apply to courses taken after a student has been awarded a bachelor's degree from Bridgewater State College.

Note: Repeating courses taken in a previous semester may affect certain federal and state benefits, various financial aid programs, loans, scholarships and social security benefits, in addition to athletic eligibility and veteran's benefits. The Veterans Administration will not pay for a repeated course in which a passing grade has been previously earned. Satisfactory Academic Progress requirements must be met for continued financial aid eligibility.

## REGISTRATION AND ENROLLMENT POLICIES

### ATTENDANCE POLICY

Students are responsible for satisfactory attendance in each course for which they are registered. Satisfactory attendance shall be determined by the instructor within the context of this policy statement. The approval of excused absences and the assignment of make-up work are the prerogative of the course instructor. The college's health services does not make judgments about whether a student can attend class except in rare cases when attendance would be harmful to the student's health or the health of others. In general, students will be excused without penalty for reasons such as illness, participation in official college events, personal emergencies and religious holidays. Students should consult with faculty members in advance of any absence whenever feasible.

**NOTE:** If a student fails to attend the first three class hours of a course, the instructor has the option of deleting the student from the class roster.

If a student has a concern with regard to the attendance policies or a faculty member has a concern about a student's excessive absence, he or she should confer with the chairperson of the department.

### CHANGE/DECLARATION OF CONCENTRATION

To elect a concentration, students must complete a Concentration Declaration Form in the Academic Achievement Center. Students may change their concentration at anytime by obtaining the necessary form from the Academic Achievement Center.

### CHANGE/DECLARATION OF MAJOR FOR FRESHMEN

All students who enter as freshmen must formally declare a major or choose the status of an undeclared major. The undeclared student should select a major by the end of the sophomore year. Freshmen may change their area of interest by obtaining the necessary forms from the Academic Achievement Center. Although early childhood, elementary education and special education majors may not be formally admitted into the teacher education program until the second semester of the sophomore year, they must confirm their continued interest in these majors by the same process used by the other freshmen for declaration of majors. In addition to their education program, students must also elect a major in the liberal arts.



## CHANGE OF MAJOR FOR UPPERCLASSMEN

Students may change majors at any time by obtaining the necessary forms from the Academic Achievement Center, securing the signatures of the department chairpersons involved, and filing the completed form with the Registrar's office.

## CHANGE/DECLARATION OF MINOR

In order to be enrolled in any minor offered by the college, a student must declare the intended minor on forms available from the Academic Achievement Center. Students may change their minor at anytime by obtaining the necessary form from the Academic Achievement Center.

Degree-seeking students planning on being certified as secondary or middle school teachers should declare their minor in secondary education during their freshman or sophomore year.

Certification that the requirements of the minor have been met is made on the Degree Application card by the department offering the minor. Students must achieve a minimum 2.0 cumulative average in declared minors for graduation.

## CLASSIFICATION DESIGNATION

Degree-seeking students are designated as being in a given classification on the basis of the number of credits they have earned for courses completed successfully. The list below shows the number of credits that must be recorded in order for a student to be designated as a member of a particular classification.

Students should understand that these are *minimum* totals of credits accrued. The normal course load is 15 credits per semester, and it is this total which, maintained over eight semesters, yields the 120 credits required as a minimum for the baccalaureate degree.

*For registration purposes, degree-seeking students will be classified based upon the total number of credit hours earned prior to the semester in which the registration is held.*

Classification	Credit Hours Completed
Senior	84
Junior	54
Sophomore	24
Freshman	—

## COURSE AUDIT

Students may audit courses under the guidelines noted below. The student will receive no academic credit for the courses nor will a grade be reflected in his or her cumulative grade point average.

- A student may audit a course subject to the approval of his or her adviser or department chairperson and consent of the instructor.
- A student is subject to conditions established by the department and/or instructor for the audited course.
- A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting

forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.

- A student may register for one audit course per semester. Exception may be granted by petition to the appropriate school dean.
- A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation AU.
- A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

## COURSE DROPS AND ADDS

The Drop/Add Schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the 6<sup>th</sup> weekday of the semester.
- The Drop/Add period for seven-week quarter courses ends after the 3<sup>rd</sup> weekday of the quarter.
- The Drop/Add period for five-week summer courses ends after the 3<sup>rd</sup> weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the 5<sup>th</sup> weekday of the session.
- The Drop/Add period for nonregular courses ends one week-day after the first class meeting. However, students cannot add intensive – e.g., weekend or one-week – courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" may be entered on their academic record. This grade will be used in computing the GPA.

## COURSE LOAD

Full-time undergraduate students must carry a course load of 12 to 18 credit hours or the equivalent each semester. The typical course load is 15 credit hours. Students wishing to carry more than 18 credit hours must receive permission from the appropriate school dean prior to registration. Failure to carry at least 12 credit hours may jeopardize housing, financial aid status and athletic eligibility.

Undergraduate students wishing to carry a course load of more than 14 credit hours during the summer must obtain permission from the appropriate school dean prior to registration.

It is recommended that students not carry semester courses during the semester in which they enroll in student teaching.

Note: Intersession credits are included in the spring semester in determining the student's time status.

## CREDIT BY EXAMINATION

The college encourages qualified students to meet certain graduation requirements through "Credit by Examination." Currently the college will award credit for successful completion of the College Level Examination Program's (CLEP) general or subject



area examinations. In addition, certain departments offer their own examinations for which credit can be awarded. Additional information can be obtained from the Test Center in the Academic Achievement Center, 508.531.1780.

See the "Undergraduate Admission" section of this catalog for further information concerning credit by examination.

## INTERCOLLEGIATE ATHLETICS ELIGIBILITY

The following five rules govern intercollegiate athletics eligibility for most students attending Bridgewater.

- 1) A student athlete must be a full-time, degree-seeking undergraduate student.
- 2) A student athlete must maintain a minimum of 12 credit hours or the equivalent each semester.
- 3) A student athlete must maintain a minimum grade point average (GPA) of 2.0.
- 4) A student-athlete must pass 24 credit hours (normal progress rule) or the equivalent in an academic year as a full-time student.
- 5) A student athlete must sign the NCAA student athlete statement concerning eligibility, a Buckley Amendment consent and a drug testing consent.

Student athletes are required to undergo both physical and orthopedic examinations prior to competing on intercollegiate teams. Specific information on these exams can be obtained either from the director of athletics or from the head athletic trainer.

In addition, there are very specific requirements which must be met by transfer students from other four-year institutions, transfer students from two-year or junior colleges and students who have been involved in multiple transfers. For information, please confer with the director of athletics.

On a case-by-case basis, a student enrolled in a part-time academic course load, as an accommodation to a documented disability, will not be excluded from participating in athletic programs. The student shall follow the normal petition and appeal processes through the director of athletics and recreation.

## MAKE-UP TESTS AND EXAMINATIONS

The procedure for making up an examination held during the semester is determined by the individual instructor or the department. If a student misses an examination, it is the student's responsibility to notify the instructor immediately so that alternative arrangements may be made.

The privilege of making up a final examination will be granted only when the cause has been the serious illness of the student or a member of his or her immediate family. All such excuses must be documented by a medical doctor and submitted to the instructor of the course.

## PREREQUISITES

Students must have the necessary prerequisite for each course. Prerequisites, if any, are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and in some cases, course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override Form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain all required signatures.

## REGISTRATION

Preregistration is held for returning, degree-seeking undergraduate, graduate and joint admission students in November for the spring semester and in April for the fall semester. During the advising period held two weeks prior to registration, a student meets with his/her adviser to review the student's progress toward meeting core curriculum requirements and specific degree requirements. A class schedule is developed, and the student's registration form is signed by the adviser. In the case of double majors, the form must be signed by both advisers.

Preregistration is available via the Web and in person. Students who wish to register via the Web must secure electronic permission to register from their adviser at their advising session. Preregistration time is based on the student's classification (senior, junior, sophomore, etc.) at the close of the previous semester. An undergraduate non-degree seeking student may register for courses after the registration sessions for new degree-seeking students have been held in August and January. For more information about non-degree status, see the "Undergraduate Admission" section of this catalog. Students will not be allowed to register for courses until all financial debts to the college are paid and health records are up to date.

Prior to each registration period, course listings, specific registration dates and registration instructions as well as up-to-date information concerning course openings and prerequisites are online through InfoBear under QuickLinks at the Bridgewater State College Web site [www.bridgew.edu/infobear](http://www.bridgew.edu/infobear).



## TRANSFER OF CREDIT AFTER ADMISSION

In order to receive credit for courses taken at other accredited institutions, degree-seeking undergraduate students must obtain approval in advance. Failure to obtain this approval could result in denial of the course credit.

Request forms are available on the Registrar's Web site at [www.bridgew.edu/registrar](http://www.bridgew.edu/registrar) and in the Registrar's Office. Requests for approval of a course from another institution should be accompanied by the course description from that institution's catalog. Approval must be obtained prior to registering for the course at the other institution. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office upon completion of the course.

**NOTE: A minimum grade of "C-" is required for credit transfer.** Of the 90 credits that may be accepted in transfer by Bridgewater State College and applied to the baccalaureate degree, only 69 credits will be accepted from two-year institutions. **Grades for courses taken at an institution other than Bridgewater State College are not used in computing the student's GPA.**

## WITHDRAWAL FROM THE COLLEGE

Forms for official withdrawal from the college may be obtained from the Academic Achievement Center located in the Maxwell Library. Professional staff from the Academic Achievement Center will assist in completing the process, including the review of alternatives available to the student. Should the student leave the college without giving official notification, failing grades will be recorded for all courses. After the 10<sup>th</sup> week of classes, grades will be recorded for all classes and the withdrawal will not be effective until the last day of the semester.

## WITHDRAWAL FROM COURSES FOLLOWING THE DROP/ADD PERIOD

Students may withdraw from courses following the drop/add period if they submit a Course Withdrawal Form to the Registrar's Office by the appropriate semester deadline date, which is posted at [www.bridgew.edu/registrar/dropaddwithdraw.cfm](http://www.bridgew.edu/registrar/dropaddwithdraw.cfm). The Course Withdrawal Form must be signed by the course instructor and the student's adviser or the chairperson of student's major department to acknowledge that the student has conferred with these parties. If a student falls below full-time status after withdrawing from a course, he or she should be aware that eligibility for some sources of financial aid and health insurance and participation in extra curricular activities and on-campus housing may be affected.

The Course Withdrawal Schedule is as follows:

- The withdrawal period for 15-week semester courses ends the weekday following the completion of the tenth week of the semester.
- The withdrawal period for seven-week quarter courses ends the weekday following the completion of the fifth week of the quarter.
- The withdrawal period for five-week summer courses ends the weekday following the completion of the third week of the session.
- The withdrawal period for 10-week summer courses ends the weekday following the completion of the seventh week of the session.
- The withdrawal period for nonregular courses typically ends one weekday following the point when approximately 70 percent of the course has been completed. Students should consult the Registrar's Office for exact deadlines for withdrawal from these courses.
- Students who are taking a course online or off-campus or who are non-degree seeking must meet established deadlines and procedures.

No withdrawals will be permitted after these deadlines unless the student can demonstrate that extraordinary circumstances (e.g., sudden illness, a death in the family) have prevented the student from withdrawing by the published deadline. Consult the Academic Achievement Center for more information about withdrawals after the deadline.

Course withdrawals will be indicated on the student's transcript with a "W" and will not affect the calculation of the student's grade point average.



Dr. William Smith, 508.531.2809

Dean, School of Graduate Studies

Dr. Raymond Guillette, 508.531.1300

Assistant Dean

**Web site:** [www.bridgew.edu/sogs/](http://www.bridgew.edu/sogs/)

The School of Graduate Studies is responsible for the administration of all graduate courses and programs.

The School of Graduate Studies at Bridgewater State College provides leadership, coordination and support for all academic departments engaged in graduate instruction. The graduate dean, the graduate faculty and the Graduate Education Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates.

The primary objective of Bridgewater State College's graduate programs is to increase to an advanced level each graduate student's understanding of and competence in a designated field of study. By extending the student's area of knowledge, research skills and creative talents, the graduate programs of the college aim to increase the individual's ability to pursue and contribute to a satisfying career.

The School of Graduate Studies is located in the Maxwell Library, ground floor, Park Avenue entrance. With some exceptions, the office is open Monday through Thursday from 8 AM to 7:30 PM and Friday from 8 AM to 5 PM. The office is open evenings only when classes are in session. Contact the School of Graduate Studies for evening hours at 508.531.1300 or e-mail at [grad-school@bridgew.edu](mailto:grad-school@bridgew.edu).

Persons interested in pursuing a master's degree, certificate of advanced graduate study (CAGS) or postbaccalaureate licensure program on either a full- or part-time basis should request appropriate application materials from the School of Graduate Studies. Students are responsible for being aware of the general policies, procedures and requirements for graduate courses and programs outlined in the following pages prior to enrolling in courses carrying graduate credit.

For additional information relative to a specific graduate program, students should contact the appropriate department graduate program coordinator in the department involved.

## GENERAL POLICIES AND PROCEDURES

Students are responsible for all information given in the latest edition of the catalog. Students who have questions regarding the graduate regulations presented in this catalog should contact the School of Graduate Studies.

## ACADEMIC INTEGRITY POLICY

The School of Graduate Studies at Bridgewater State College, like all institutions of higher learning, considers academic integrity to be an important hallmark for graduate students and scholars. The importance of academic integrity and honesty, which is taught at the undergraduate level, continues to be even more vital for scholars and researchers at the graduate level, who find themselves writing seminar papers, research papers and theses. All graduate degree programs at Bridgewater State College require courses in research where conventions of documentation are taught. Graduate students, who are acquiring scholarly habits and skills in degree programs, must rely on the scholarship that has preceded them, and they must acknowledge the scholarship in their own academic work by adhering to the time-honored conventions of their discipline. In short, graduate students are entering a community of scholars and must respect the rules and traditions of that community. Sometimes, however, graduate students violate the accepted principles and policies of academic integrity and honesty. The dean of the School of Graduate Studies reviews any infractions of academic integrity. The following examples represent a partial list of serious breaches of academic integrity:

- Plagiarizing any published or online source, including "Blackboard" and other online discussions, and claiming them as one's own;
- Not properly documenting quotations and paraphrases in one's texts, i.e., not using footnotes, endnotes, parenthetical citations or other conventional methods of documentation;
- Inadequate paraphrasing, with or without proper documentation;
- Copying portions of Internet sources without proper documentation and citations;
- Creating false documentation, i.e., purposely fabricating information used in references, endnotes and footnotes;
- Using or copying from another student's written work with or without the student's permission;
- Taking an examination for another student;
- Cheating on an examination;
- Purchasing a paper or assignment from an online source or another student and claiming it as one's own;
- Writing a paper or report for another student;
- Altering or falsifying data.

Serious violations of academic integrity are not limited to this list. Penalties for academic misconduct may include the following:

- A grade of "F," "N," or "U" (as appropriate) in the course;
- A grade of "F" for the assignment being evaluated;
- The assigning of additional course work;
- Suspension from graduate programs;
- Dismissal from graduate programs.

The procedure for implementing a penalty for academic dishonesty or misconduct, which includes, but is not limited to, plagiarism and cheating, is as follows:



- The professor will notify graduate students of any alleged violations of the Graduate School's Academic Integrity Policy, and they shall discuss the matter in person, via e-mail or by phone within seven business days of the discovery of the alleged misconduct. (The professor may invite a third party to the meeting, if warranted.) If it is determined that academic dishonesty or misconduct has occurred, the students' advisers, the graduate program coordinators, department chairpersons, the appropriate school deans and the dean of the Graduate School will be notified by the professor in writing of the misconduct, the proposed penalty, and the outcome of the discussion with the students. A record of the case, including the letter from the professor, along with any supporting documentation, will be kept in students' files at the School of Graduate Studies.

- If the matter is not resolved through the initial process described above, students may file letters of appeal within five business days to the dean of the School of Graduate Studies, attaching any relevant documents. The dean will submit appeals to the Graduate Education Council (GEC). The professors and the students will be notified of the meeting times and dates and invited to attend a meeting of the Graduate Education Council, at which time matters will be reviewed. In conducting its reviews, the Graduate Education Council will follow the requirements of due process. Both students and professors can attend the meetings with representatives, who may serve as advisers or advocates.

Under the direction of the chair of the Graduate Education Council, the GEC will review student appeals and make its decision, which shall be forwarded in writing to the dean of the School of Graduate Studies. Based upon the allegations or evidence received, the Graduate Education Council may recommend further sanctions, no change in sanctions or a reduction in sanctions. The Graduate Education Council will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or dismissal.

Students and professors involved will receive copies of the decision letter from the Graduate Education Council, and copies will be provided to the students' advisers, graduate coordinators, department chairs and appropriate school dean. A copy of this letter will also be placed in students' official files in the School of Graduate Studies.

## ACADEMIC DISMISSAL

If students' grade point averages (GPAs) remain below a 3.0 for two consecutive semesters, their academic progress is in jeopardy. The School of Graduate Studies makes every attempt not to dismiss students from academic programs, though prolonged GPAs below 3.0 may result in academic dismissal.

## ACADEMIC PROBATION

Any degree-seeking or non-degree graduate students whose cumulative GPA falls below 3.0 will be notified that they are on academic probation. When graduate students are placed on academic probation, they will receive a letter from the School of

Graduate Studies. This letter informs students that they should be mindful that their GPA has fallen below a 3.0. Students should discuss the matter with their advisers.

## ACADEMIC STANDING FOR GRADUATE STUDENTS

In the courses used to satisfy degree requirements, the minimum standard for satisfactory work is a 3.0 average.

## APPEALS

Graduate students who experience problems pertaining to graduate policies, including academic performance, program requirements or other academic issues, may petition to have the matter considered through the established review process of the School of Graduate Studies:

- Submit a written appeal to the course instructor if the issue is course-related or to the academic adviser if the matter is program-related.
- If unresolved, submit a written appeal to the department graduate program coordinator.
- If unresolved, submit a written appeal to the appropriate school dean.
- If unresolved, submit a written appeal to the dean of the School of Graduate Studies.
- The dean of the School of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review. (The Graduate Education Council consists of representatives from the college's graduate faculty, administrators and graduate student body.)

## CHANGE OF GRADE

If students believe that a mistake was made in the original grade recorded for a course, they may petition instructors for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

## CHANGE OF NAME AND/OR ADDRESS

Students must promptly notify the Registrar's Office of any change in name or address by using the appropriate form. Official legal documentation (i.e., marriage certificate) must be presented. Forms may be printed from the college Web site, [www.bridgew.edu/registrar/forms.cfm](http://www.bridgew.edu/registrar/forms.cfm).

## COMPREHENSIVE EXAMINATION

In most graduate programs, graduate students must take comprehensive examinations that reflect the full ranges of their programs. The comprehensive examination is based upon the students' major areas of study, as well as related areas, and may include work done on a thesis. Students must give evidence that they can integrate information and ideas from the various areas in which they have studied. The comprehensive examination may be written, oral and/or Web-based, as determined by the students' departments. The academic departments determine the format of their comprehensive examinations.



To be eligible for a comprehensive examination, students should be near completion of the course work specified by their major academic departments. Students who plan to take the comprehensive examination must file a Comprehensive Examination Request form in the School of Graduate Studies, with a nonrefundable comprehensive examination fee of \$60 for master's degree candidates and \$75 for CAGS candidates.

Checks should be made payable to Bridgewater State College. The completed forms with necessary signatures and fees must be filed in the School of Graduate Studies on or before the appropriate application deadlines:

Oct. 1 for November comprehensive examinations

Feb. 1 for March/April comprehensive examinations

Ordinarily, comprehensive examinations are given during the months of November and March/April. The academic departments set the specific date of the comprehensive examination.

All students who take the comprehensive examination will receive their results by mail in a timely fashion.

Students who fail the comprehensive examination shall be given one additional opportunity to pass. Students should meet immediately with their faculty advisers or designated personnel to review weaknesses of their performances, and prescribed programs of study should be designed to help students prepare for the second examination. After students have made substantial progress in the additional work prescribed by the department, students will be allowed to retake the comprehensive examinations. Students will be required to notify the School of Graduate Studies of the exam date and repay the comprehensive examination fee. Students who fail a second comprehensive examination are subject to academic dismissal.

## CONTINUATION OR INTERRUPTION OF COURSE REGISTRATION

Graduate students have six years to complete their degree programs. Should graduate students not enroll in courses during the fall or spring semesters or summer sessions, students will be considered inactive. If students are deemed inactive and wish to register for courses, they should seek reinstatement by contacting the School of Graduate Studies at 508.531.1300 or [www.bridgew.edu/sogs](http://www.bridgew.edu/sogs). This policy is designed to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs as well as nondegree students.

## COURSE DROPS AND ADDS

The Drop/Add schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the sixth weekday of the semester.
- The Drop/Add period for seven-week quarter courses ends after the third weekday of the quarter.
- The Drop/Add period for five-week summer courses ends after the third weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the fifth weekday of the session.

- The Drop/Add period for non-regular courses ends one weekday after the first class meeting. However, students cannot add intensive – e.g., weekend or one-week – courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" will be entered on their academic record. This grade will be used in computing the GPA.

## COURSE LOAD

Full-time graduate study for master's degree and CAGS students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in a given semester. To be considered full-time, postbaccalaureate program students must carry a course load of at least 12 credits each semester, as defined under "Course Loads" in the "Undergraduate Academic Policies" section of this catalog. (The Accelerated Postbaccalaureate program does not fall into this category.)

Full-time graduate students may register for up to 15 credits during the fall and spring semesters and up to six credits during each of the two summer sessions. Students wishing to register for more than the maximum credit load must receive permission in writing from their graduate advisers and graduate program coordinators.

Full-time graduate students enrolled in nine credits or more: see Immunization Requirements for Graduate Students section.

Note: Intersession credits are included in the spring semester in determining the student's time status.

## COURSE REGISTRATION

Prior to the registration period for the fall and spring semesters and summer sessions, a course schedule is published by the Registrar's Office. Hard copies of this schedule are available at the Registrar's Office and the School of Graduate Studies. The course schedule is also available online through InfoBear at [www.bridgew.edu](http://www.bridgew.edu). Graduate students are not required to have registration forms signed by their advisers; however, graduate students should consult their advisers on a regular basis regarding their course schedules.

Graduate course work is offered on either a full- or part-time basis. Students should realize that it is not possible to set an absolute deadline for completing a graduate program due to such factors as the college's need to reserve the right to cancel any course for which there is insufficient enrollment and the need of the departments to offer courses on a rotating basis.

## DEADLINES

Graduate students are reminded of their responsibility to consult the School of Graduate Studies Web site at [www.bridgew.edu/sogs](http://www.bridgew.edu/sogs) for deadlines and dates for admission, comprehensive examination requests and applications to graduate.



## DIRECTED OR INDEPENDENT STUDY

Graduate students are allowed to undertake a directed or independent study under the supervision of a faculty member. The course Directed Study XXXX 503 (credit to be arranged) is designed for graduate students who desire to study selected topics in their fields. Directed study may not be used to substitute for courses that are required in the program or to study topics that are covered in required or elective courses in the program.

Directed study follows the same registration procedures as all academic course work on campus; that is, arrangement for directed study must take place prior to the time of registration with all forms completed and on file at the appropriate departmental office. Enrollment in directed study is limited to students who have been accepted to a graduate program at Bridgewater State College and who have completed a minimum of 15 approved graduate credits.

## GRADING SYSTEM

The School of Graduate Studies requires that degree-seeking graduate students maintain a high level of academic standing as they advance in their degree programs. The grading system for graduate students at BSC is different from that of the undergraduate programs. Graduate course achievement will be rated A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0), W (Withdrawn), IN (Incomplete), or AU (Audit). Some courses are graded on a P (Pass)/N (No Pass) or S (Satisfactory)/U (Unsatisfactory) basis. Refer to the "Course Descriptions" section in this catalog.

This grading system puts more pressure on graduate students to perform at a higher level than undergraduate students. Though graduate students may earn less than a B in a course, the overall GPA must be a 3.0 at the time of graduation.

## GRADUATE AND UNDERGRADUATE CREDIT

Courses at BSC with 500- and 600-level numbers carry graduate credit and are open only to graduate students.

An undergraduate may request to enroll in a 500-level course for undergraduate credit. Approval is based upon the following criteria:

- Students must be seniors in their last semester of course work.
- Students' GPAs must be a 3.5 or higher.
- Students' written requests must be approved by the chair of the students' major departments, academic school dean and the dean of the School of Graduate Studies.

Certain designated 400-level courses may be taken for either graduate or undergraduate credit. The School of Graduate Studies guidelines for faculty teaching these courses indicate that advanced work must be required of graduate students taking 400-level courses. The guidelines recommend more rigorous examinations and preparation of longer, more sophisticated research papers, so that graduate students may take into account the different quantitative and qualitative standards associated with graduate study. It is the responsibility of graduate students to register for the graduate-level section of 400-level courses.

## GRADUATE ASSISTANTSHIP

Graduate assistantships are available to full-time students who are admitted to a graduate program and who maintain good academic standing during the time of the assistantship. The total assistantship equals approximately \$12,500 per academic year, which includes tuition and fee remission for up to 12 credits per fall and spring semesters, plus a stipend. The stipend varies between \$600 and \$650 per month. Graduate assistantships are competitive and are determined on the basis of undergraduate and/or graduate grade point average, test scores, letters of recommendation, pertinent experience, educational preparation, interviews or a combination of these factors. Graduate assistants work in an academic department or administrative office of the college for 20 hours per week. Assistantships are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum possible time.

## GRADUATE RESEARCH ASSISTANTSHIP

Admitted full- and part-time graduate students may apply to the Graduate Research Assistantship program. Graduate Research Assistantships are designed to link a graduate student together with a professor in a meaningful research project, which will be one semester or one academic year in duration. During the assistantship period, a graduate research assistant will work directly with a professor on a joint project, which will lead to a presentation at a professional conference and/or a joint publication. The research assistant will have the equivalent of a "half" assistantship, in that the student will work ten hours per week with a professor, be paid a half-stipend (approximately \$3,000 per year), and have tuition/fees remission for six graduate credits per fall and spring semesters.

## GRADUATION APPLICATION

Students who are nearing the completion of their graduate program requirements and who plan to receive a master's degree or CAGS in January, May or August should complete an Application to Graduate form. These forms must be completed by students, approved by the students' advisers and graduate program coordinators, and submitted with the candidates' Graduate Program Proposal forms to the School of Graduate Studies on or before the appropriate application deadline. Students should check with their advisers regarding exit requirements for their academic program, as requirements vary for each program.

Feb. 1	for May graduation
June 1	for August graduation
Oct. 1	for January graduation

Failure to file an application before the deadline may postpone degree conferral. Any questions regarding graduate commencement and requirements should be directed to the School of Graduate Studies at 508.531.1300.



## GRADUATION DATES

Though graduate students have a separate annual commencement ceremony in May, the college has three graduation dates (January, May and August). Students graduating in January and August are encouraged to attend the May commencement ceremony. In order to participate in a commencement ceremony, all required course work and exit requirements must be completed. No degree or certificate will be conferred, and no graduate transcripts will be issued unless all outstanding financial balances have been paid in full.

## GRADUATION REQUIREMENTS

In order for students to exit from a graduate program, they must satisfactorily complete all credit requirements (with a minimum GPA of 3.0), and, in most programs, pass a comprehensive examination.

## IMMUNIZATION REQUIREMENTS FOR GRADUATE STUDENTS

Immunization requirements apply to all full-time graduate students, regardless of age. To achieve full-time graduate student status, according to the Commonwealth of Massachusetts Immunization Laws, students must be enrolled in nine or more credits from one institution in any one semester, regardless of the location of the course or the actual dates that the course or internship is held.

Proof of immunizations must be provided by a physician or a prior school and must include the dates of:

- two doses of measles, mumps, rubella (MMR) after the patient's first birthday and after 1967
- one dose of tetanus diphtheria (TD) within the last 10 years
- three doses of hepatitis B

Note: All new residential students must provide proof of meningitis immunization or waiver. Proof must be:

- documentation of one dose of meningitis immunization within five years or
- sign the meningitis waiver at [www.bridgew.edu/HealthServices/Health%20Form%20and%20Meningitis%20Waiver.doc](http://www.bridgew.edu/HealthServices/Health%20Form%20and%20Meningitis%20Waiver.doc).

The Health Services staff can assist you in meeting the requirements by offering immunizations and advice on how to be compliant with the law. **Failure to comply places future registration for classes on hold until all requirements are met.**

Please call Health Services at 508.531.1252 to arrange an appointment.

## INCOMPLETE

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be made up, in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in

which the incomplete was earned. Courses that are not successfully completed by this deadline will automatically be changed to a grade of "F" (Failure) or "N" (No Pass). Candidates for graduation should note, however, that all work must be completed prior to graduation, including resolution of any grades of incomplete, since as of the date the degree is conferred the record is finalized.

## PROGRAM AND COURSE PREREQUISITES

Program and course prerequisites may be required to ensure adequate preparation for graduate work in the area of study. In certain cases, program prerequisites may be fulfilled after the applicant's acceptance by the School of Graduate Studies. Certain advanced courses may require that students have completed specific prerequisite courses.

## REPEAT COURSE POLICY

Graduate-level courses may be taken more than once; however, only the grade earned in the initial course may be included in the degree requirements.

## RESEARCH

A graduate program may require enrollment in the course Research XXXX 502 (credit to be arranged) or PSYC 504 for Psychology for completion of original research undertaken by graduate students in their field. The students' investigations ordinarily culminate in theses. The number of credits awarded for the research may vary and students may repeat the course until a maximum of nine credits in a MA program and six credits in a MAT, MEd, MPA, MS or CAGS program is earned toward the minimum credit requirements for the degree or certificate. Consent of department and formal application required.

## SATISFACTORY OR REASONABLE PROGRESS

Graduate students must make satisfactory or reasonable progress toward completion of their degree programs within the college's statute of limitations. Students who are not making such progress are subject to separation from their programs.

## STATUTE OF LIMITATIONS—PROGRAM AND COURSES

All graduate program requirements, including the comprehensive examination, must be completed **within six years of the date of the student's acceptance**. In addition, no graduate course offered for master's degree or CAGS credit may be more than six years old at the time program requirements are completed.

If graduate students cannot complete degree requirements within the six-year limit because of extraordinary circumstances, they may file written appeals, requesting a reasonable extension from the School of Graduate Studies.



## THESIS

A number of departments require or recommend theses in master's degree programs. Theses, which represent original research in disciplines, are especially recommended if students have future doctoral plans. At the same time, theses allow graduate students, working closely with theses committees, to spend serious academic time researching a narrowly focused topic in depth and produce an original text of publishable quality. The culmination is often a text that gives students great academic pride and satisfaction.

Students writing master's theses must adhere to the following policies:

- 1) All graduate students writing master's theses must have theses committees, consisting of a thesis committee chairperson and two faculty readers. The thesis committee must be approved by the graduate program coordinator.
- 2) Students writing a thesis must submit a Thesis Proposal Form, with a detailed proposal and signatures of the thesis chairperson, the two faculty readers, the graduate program coordinator and the dean of the School of Graduate Studies. (The Thesis Proposal Form is available for download on the School of Graduate Studies Web page.) This form must be completed and signed in order for students to register for the appropriate research course, which is always the departmental XXXX 502 or PSYC 504 Research course. Students must register for at least six credits of XXXX 502, but the credits can be broken into smaller credit segments and taken over multiple semesters, particularly if students need a full academic year to write their theses. Otherwise, students can register for the full six credits during one semester.
- 3) After students obtain the necessary signatures, they then take the theses proposal forms to the Registrar's Office to register for the XXXX 502 or PSYC 504 Research course.
- 4) Students who have registered for the XXXX 502 or PSYC 504 Research course and do not complete their theses in a semester will receive an Incomplete, which will be changed to a letter grade by the theses committee chairpersons once the theses are completed.
- 5) When the theses are written and *fully* approved by the three members of the theses committees, the chairpersons and readers sign the "approval page" of the thesis, which are placed in the text of the manuscripts.
- 6) The theses committee chairpersons will acquaint graduate students with the manuscript form and style used in their respective disciplines; graduate students writing theses should examine recent theses in their academic departments.
- 7) Students must provide the School of Graduate Studies with a minimum of four copies of the theses to be bound: one for the Maxwell Library, one for the School of Graduate Studies, one for the students' academic department and one for the student. (Sometimes departments request an additional bound copy.) Students may also request additional bound copies of their theses.

- 8) Copies of completed manuscripts must be brought to the School of Graduate Studies, which will arrange for the binding of the copies. A charge of \$12 for each copy will be paid by the graduate students. Students pick up their bound copies in the School of Graduate Studies.
- 9) Theses must be submitted to the School of Graduate Studies before students are approved for graduation.
- 10) The Maxwell Library, which will catalog all theses, acts as the official archive for all theses written as part of graduate-degree programs at Bridgewater State College.

## TRANSFER CREDIT

Transfer credit at the graduate level is defined by the School of Graduate Studies at Bridgewater State College to include two distinct credit situations. First, transfer credit is defined as being any appropriate graduate credit taken at Bridgewater State College *prior to acceptance* into a Bridgewater State College graduate program. This credit includes appropriate graduate credit earned in courses in which the student is enrolled at the time of acceptance. Second, transfer credit is defined to include appropriate graduate credit taken at an accredited institution other than Bridgewater State College prior to or after acceptance into a Bridgewater State College graduate program.

The School of Graduate Studies limits the total number of graduate transfer credits to six in programs of fewer than 40 credits. In programs requiring 40 or more graduate credits, students may request to transfer up to nine graduate credits. **This limit of transfer credits includes courses taken at Bridgewater State College before acceptance and/or graduate courses taken at other accredited institutions before or after acceptance.** It should be noted, however, that not more than six graduate credits, taken both prior to and after acceptance, can be transferred from other graduate schools (students should make every attempt to enroll in Bridgewater State College graduate courses). These credits include any credits earned in courses in which students are enrolled at the time of acceptance. It does not include prerequisites. Program exceptions are noted in the appropriate department sections of this catalog.

Approval of transfer credit is subject to the following conditions: 1) that not more than six credits being transferred are from an accredited institution other than Bridgewater State College; 2) that a grade of B or better has been earned in all courses being transferred; 3) that courses being transferred have not been used to fulfill the requirements of another degree or certificate; and 4) that graduate transfer credits may not be more than six years old at the time program requirements are completed.

All courses to be used as transfer credit in a graduate program must have the approval of the students' advisers and graduate program coordinators prior to submitting for final approval to the School of Graduate Studies. Transfer credit should also be properly recorded on the students' Graduate Program Proposal forms. An official transcript of courses taken at another accredited institution must be on file in the School of Graduate Studies.



BSC has two forms used for acceptance of transfer credit. The Prematriculation Transfer Credit form is for courses being requested to transfer from within Bridgewater State College. The Graduate Transfer Credit Approval form is for courses being requested to transfer from an accredited institution *other* than Bridgewater State College. Blank copies of both forms are sent to students in their acceptance packages by the School of Graduate Studies. Students are strongly urged to process their forms for transfer credit *early* in their graduate program.

## WITHDRAWAL FROM COURSES

Students may withdraw from courses following the drop/add period if they submit a Course Withdrawal Form to the Registrar's Office by the appropriate semester deadline date, which is posted at [www.bridgew.edu/registrar/dropaddwithdraw.cfm](http://www.bridgew.edu/registrar/dropaddwithdraw.cfm). The Course Withdrawal Form must be signed by the course instructor. Students should discuss any course withdrawal with their advisers. If graduate students fall below full-time status after withdrawing from a course, they should be aware that eligibility for some sources of financial aid and health insurance may be affected.

The course withdrawal schedule is as follows:

- The withdrawal period for 15-week semester courses ends the weekday following the completion of the tenth week of the semester.
- The withdrawal period for seven-week courses ends the weekday following the completion of the fifth week of the quarter.
- The withdrawal period for five-week courses ends the weekday following the completion of the third week of the session.
- The withdrawal period for 10-week summer courses ends the weekday following the completion of the seventh week of the session.
- The withdrawal period for nonregular courses typically ends one weekday following the point when approximately 70 percent of the course has been completed. Students should consult the Registrar's Office for exact deadlines for withdrawal from these courses.
- Students who are taking a course online or off campus must meet established deadlines and procedures.

No withdrawals will be permitted after these deadlines unless students can demonstrate that extraordinary circumstances have prevented them from withdrawing from the course by the published deadline. Course withdrawals will be indicated on students' transcripts with a "W" and will not affect the calculation of students' grade point averages.

## WITHDRAWAL FROM THE COLLEGE

Students who decide to withdraw from a graduate program must notify the School of Graduate Studies of their intentions in writing as soon as possible. Students should also consult course withdrawal procedures and refund policies indicated elsewhere in the catalog.

## GRADUATE PROGRAMS

### MASTER OF ARTS (MA)

Programs leading to the degree of Master of Arts are offered in the following areas:

English  
Concentration:  
Creative Writing  
Psychology

### MASTER OF ARTS IN TEACHING (MAT)

Programs leading to the degree of Master of Arts in Teaching are offered in the following areas:

Biology  
Creative Arts  
English  
History  
Mathematics  
Music Education  
Physical Science  
Physics

### MASTER OF EDUCATION (MEd)

Programs leading to the degree of Master of Education are offered in the following areas:

Counseling  
Concentrations:  
Mental Health Counseling  
Mental Health Counseling – Dual License  
School Counseling (PreK-8, 5-12)  
Student Affairs Counseling  
Early Childhood Education  
Educational Leadership  
Elementary Education  
Health Promotion  
Instructional Technology  
PreK-12 Education (For Educators in Non-U.S. settings)  
Reading  
Special Education  
Concentrations:  
Moderate Disabilities  
Severe Disabilities

### MASTER OF PUBLIC ADMINISTRATION (MPA)

The Master of Public Administration degree offers concentrations in the following areas:

Civic and Nonprofit Leadership and Administration  
Sustainable Community Development



## MASTER OF SCIENCE (MS)

Programs leading to the degree of Master of Science are offered in the following areas:

Athletic Training

Computer Science

Criminal Justice

*Concentrations:*

Administration of Justice

Crime and Corrections

Physical Education

*Concentrations:*

Adapted Physical Education

Applied Kinesiology

Human Performance and Health Fitness

Strength and Conditioning

## MASTER OF SCIENCE IN MANAGEMENT (MS)

The Master of Science in Management degree offers concentrations in the following areas:

Accounting

Marketing

Organization Development

Technology Management

## MASTER OF SOCIAL WORK (MSW)

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

A program leading to the CAGS in Education is offered in the following areas:

Educational Leadership

Mental Health Counseling

Reading

School Counseling

## DOCTOR OF EDUCATION (EdD)

A collaborative CAGS/EdD program is offered in the areas of Educational Leadership and Reading with the University of Massachusetts-Lowell.

## POSTBACCALAUREATE LICENSURE PROGRAMS

Postbaccalaureate licensure programs leading to initial licensure are offered in the following areas:

Early Childhood Education

Educational Leadership (LEAD)

Elementary Education

Health (Health, Family and Consumer Sciences)

Instructional Technology

Physical Education

Secondary Education (Middle School/High School/PreK-12 Specialist)

Special Education

## POSTMASTER'S LICENSURE PROGRAMS

Postmaster's licensure programs are offered in the following areas:

Educational Leadership

School Counseling

## EDUCATOR LICENSURE

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding proposed regulation changes that may have an impact on their licensure program.

Programs designed to lead to the licensure of educators are available to qualified persons who have earned a bachelor's degree and who are interested in one of the licenses listed.

To be eligible, individuals must be officially admitted by the School of Graduate Studies and the School of Education and Allied Studies to an appropriate postbaccalaureate or postmaster's licensure program or to an appropriate Master of Arts in Teaching or Master of Education program. All of the programs listed have been approved by the Massachusetts Department of Education.

Specific information regarding programs is provided in this catalog under the School of Education and Allied Studies and appropriate departmental descriptions. For additional details regarding licensure program procedures and requirements, students should contact the appropriate program coordinator.

### Educator Licensure Programs

Administrator of Special Education (all levels)

Early Childhood Teacher of Students with or without Disabilities (PreK-2)

Elementary (1- 6)

Instructional Technology (all levels)

Reading Specialist (all levels)

School Social Worker/School Adjustment Counselor (all levels)

School Business Administrator (all levels)

School Guidance Counselor (PreK-8)

School Guidance Counselor (5-12)

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

Superintendent/Assistant Superintendent (all levels)

Supervisor/Director (all levels)

Teacher of Biology (5-8)

Teacher of Biology (8-12)

Teacher of Chemistry (5-8)

Teacher of Chemistry (8-12)

Teacher of Dance (all levels)

Teacher of Earth Science (5-8)

Teacher of Earth Science (8-12)



Teacher of English (5-8)  
 Teacher of English (8-12)  
 Teacher of Health, Family and Consumer Sciences (all levels)  
 Teacher of History (5-8)  
 Teacher of History (8-12)  
 Teacher of Mathematics (5-8)  
 Teacher of Mathematics (8-12)  
 Teacher of Music (all levels)  
 Teacher of Physical Education (PreK-8)  
 Teacher of Physical Education (5-12)  
 Teacher of Physics (5-8)  
 Teacher of Physics (8-12)  
 Teacher of Students with Moderate Disabilities (PreK-8)  
 Teacher of Students with Moderate Disabilities (5-12)  
 Teacher of Students with Severe Disabilities (all levels)  
 Teacher of Theater (all levels)  
 Teacher of Visual Art (PreK-8)  
 Teacher of Visual Art (5-12)  
 Note: All graduate students seeking licensure and enrolling in upper-level courses in the School of Education and Allied Studies must be officially accepted by the School of Graduate Studies and the School of Education and Allied Studies.

## GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are available for students who are interested in obtaining certain basic skills and competencies in a particular area of study. Admission to graduate certificate programs is limited to students who have an earned baccalaureate degree. Courses completed in graduate certificate programs may be applied to degree programs as long as they satisfy certain transfer guidelines.

Graduate certificate programs are offered in the following areas:

Accounting  
 Finance  
 Information Systems Management  
 Instructional Technology  
 Management  
 Marketing Management  
 Women's and Gender Studies (see the "Interdisciplinary and Preprofessional Programs" section of this catalog for additional information)

For application materials and information on graduate certificate programs, contact the School of Graduate Studies at 508.531.1300.

## GRADUATE ADMISSION

### ADMISSION STANDARDS

#### POSTBACCALAUREATE LICENSURE PROGRAM

Students seeking admission to a postbaccalaureate initial licensure program must hold a bachelor's degree from a four-year institution of acceptable standing.

Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies and School of Education and Allied Studies:

- A 2.8 undergraduate GPA.
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of undergraduate and graduate course work.

Please note that admission decisions to postbaccalaureate programs are made on a rolling basis when applications are submitted within a reasonable time frame prior to the start of an academic semester.

Candidates who are applying for licenses in fields in which they did not major are subject to a review of their course backgrounds in the license areas; additional courses may be required in the content areas.

#### ACCELERATED POSTBACCALAUREATE LICENSURE PROGRAM (APB)

Students seeking admission to the accelerated postbaccalaureate initial licensure program must hold a bachelor's degree from a four-year institution of acceptable standing. Candidates for the APB program will be admitted by the School of Graduate Studies based upon the recommendation of the APB coordinator. The coordinator will base the admission recommendation on the candidate's potential to be an effective teacher based upon multiple indicators including, but not limited to, the following:

- A 2.8 undergraduate GPA.
- Content competence demonstrated by a passing score on the subject matter test portion of the Massachusetts Tests for Educator Licensure® (MTEL).

Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area; additional content courses may be required to be completed prior to admission.

- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).



- Résumé.
- Experience with youth at the licensure level.
- Official transcripts of undergraduate and graduate course work.

Applicants to the Accelerated Postbaccalaureate (APB) licensure program should refer to the "Secondary Education and Professional Programs" section of this catalog for admission criteria.

## MASTER OF ARTS IN TEACHING (MAT)

Students seeking admission to the Master of Arts in Teaching degree program must hold a bachelor's degree from a four-year institution of acceptable standing. The MAT program is designed for high school and middle school teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies:

- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years.
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- An initial teaching license.
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer).
- Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review by the academic department to determine whether additional content course work will be required as program prerequisites.

## MASTER'S DEGREE PROGRAMS

Please note that a number of graduate programs (including counseling, criminal justice, management, psychology, public administration, social work and certain education programs) have additional admission requirements, which are outlined in the appropriate departmental sections of this catalog.

Students seeking admission to a program leading to a master's degree must hold a bachelor's degree from a four-year institution of acceptable standing. (College seniors may be admitted on a conditional basis, pending receipt of their degree.) Master's degree applicants must meet the following criteria in order to receive a "clear admit" (full graduate student status):

- A 2.75 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed in the junior and senior years.
- A 2.8 undergraduate GPA based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed in the junior and senior years for programs leading to initial licensure.

- Most programs require a composite score of 900 on the quantitative and verbal parts of the GRE General Test. Please consult the appropriate departmental section of the catalog. The Master of Science in Management program requires a GMAT score of 450 or higher.
- A rating of 1 (on part IV) on three letters of recommendation (1 being the highest rating on the scale). At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.
- Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL). Some programs may require additional MTEL® test(s). Please refer to the appropriate departmental section of this catalog.

Applicants who do not meet the "clear admit" status will be considered for a "conditional acceptance" if they meet the following criteria:

- A 2.5 undergraduate GPA based upon four years of course work or a 2.75 undergraduate GPA based upon course work completed during the junior and senior years.
- A composite score of 600 to 899 on the quantitative and verbal parts of the GRE General Test.
- A rating of least 2 (on part IV) on three letters of recommendation (1 being the highest rating on the scale). At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.
- Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL). Some programs may require additional MTEL® test(s). Please refer to the appropriate departmental section of this catalog.
- There is not "conditional acceptance" status for applicants seeking admission to the MEd degree program in early childhood education and elementary education leading to initial licensure.

Conditions that must be met to move from conditional to full graduate student status include:

- Students must meet with their advisers who will recommend three graduate courses that must be taken at Bridgewater State College after conditional admission to the program.
- Students must attain a GPA of at least 3.0 after completion of the three required courses.

If students attain a GPA of at least 3.0 after completing the courses, they will be moved to full graduate student status. If students do not earn a GPA of at least 3.0 after completing the courses, they will be subject to academic dismissal.



## CAGS AND POSTMASTER'S LICENSURE PROGRAMS

Students seeking admission to a postmaster's program must hold a master's degree from an accredited institution and must meet the following criteria in order to be admitted by the School of Graduate Studies:

- A graduate GPA of 3.0.
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer).
- Candidates for education programs leading to initial licensure need to provide qualifying scores on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).

## APPLICATION PROCEDURES

For most programs, the School of Graduate Studies admits students for the fall and spring semesters and summer sessions of each year. An application is not complete unless all of the appropriate documents have been received by the School of Graduate Studies on or before the appropriate application deadline:

Feb. 1	Social Work fall semester admission
Feb. 15	Summer session admission
March 1	Psychology fall semester admission
March 1	Counselor Education fall semester admission
May 15	Fall semester admission
Oct. 1	Spring semester admission
Oct. 1	Counselor Education spring semester admission

Postbaccalaureate and accelerated postbaccalaureate programs have "rolling admission," accepting applications at any time, within a reasonable time frame prior to the start of an academic semester or session.

Applicants who have questions regarding graduate application procedures and deadlines should contact the School of Graduate Studies at 508.531.1300. It is the responsibility of graduate students to make certain that all application documents are received on time. Applicants should indicate a specific degree or licensure program (and also the area of study) when they request application forms.

Certain programs require a formal interview with the graduate program coordinator. Please consult the department requirements presented in this catalog.

Applicants to a graduate program should make certain that the material listed below is on file in the School of Graduate Studies. Application forms with fee payments and all other correspondence and application material should be sent to:

Bridgewater State College  
School of Graduate Studies  
Maxwell Library - Room 019  
Bridgewater, MA 02325

An application is not complete unless all of the appropriate documents listed below have been received by the School of Graduate Studies.

### 1) Graduate application form and application fee

Graduate students should send the completed application form and application fee of \$50 to the School of Graduate Studies to begin the admissions application process. (The application fee for the Accelerated Postbaccalaureate (APB) licensure program is \$100.) Checks for the application fee should be made payable to Bridgewater State College.

### 2) Official transcripts of all undergraduate and graduate course work

Official transcripts must be sent directly to the School of Graduate Studies and must bear the seal and/or stamp of the issuing college or university. Copies of transcripts and transcripts marked "Issued to Student" are not acceptable. Applicants who have attended more than one undergraduate institution and/or graduate school should arrange to have transcripts of all course work, including grade results, from each school attended sent directly to the School of Graduate Studies. Graduates of Bridgewater State College and persons who have taken nondegree credit at the college may attach a copy of their transcript printed from InfoBear. All BSC transcripts will be verified.

Applicants who have successfully completed graduate courses, as well as those who hold a degree(s) in addition to the baccalaureate, must fulfill all application requirements as set forth in the college catalog. The successful completion of graduate courses prior to application shall not obligate the academic department or the School of Graduate Studies to recommend an applicant for acceptance.

### 3) Letters of recommendation

Three letters of recommendation are required for all programs, with the exception of the APB program, which requires no letters of recommendation.

Candidates for the master's degree in counselor education should consult that program's section of this catalog for specific instruction about letters of recommendation.

Forms for recommendations are available from the School of Graduate Studies. In general, only letters of recommendation submitted on these forms and sent by the reference directly to the School of Graduate Studies will be accepted. These letters provide an estimate of applicants' abilities to successfully pursue programs in their proposed fields or concentrations. For MAT and MEd applicants, at least two letters must be from faculty who have taught the applicants at the collegiate level (undergraduate or graduate). The third letter may be from appropriate employers or school administrators for whom the applicants have taught. For MA and MS applicants, at least two letters must be from people who have taught the applicants in the appropriate areas of concentration. The third MA and MS letter may be from faculty members who have taught the applicants at the collegiate level or from appropriate employers or school administrators for whom the applicants have taught.



## 4) Graduate Record Examination (GRE)

For those programs requiring the GRE as an admission requirement, students are required to submit the results of the General Test. Applicants must arrange to have their official score report sent directly from the Educational Testing Service to the School of Graduate Studies. Bridgewater State College's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Information relative to the GRE may be obtained from the School of Graduate Studies or [www.gre.org](http://www.gre.org). Students who have earned a master's degree are exempt from the GRE requirement.

## 5) Graduate Management Admission Test (GMAT)

Master of Science in Management applicants are required to submit GMAT scores. Applicants must arrange to have an official score report sent directly from the Educational Testing Service to the School of Graduate Studies. Bridgewater State College's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Information pertaining to the GMAT may be obtained from the School of Graduate Studies or [www.mba.com](http://www.mba.com). Students who have earned a master's degree are exempt from the GMAT requirement.

## 6) Test of English as a Foreign Language (TOEFL)

All applicants from countries where English is not the official language also must provide scores from the TOEFL examination. Ordinarily, only students with TOEFL scores of 213 from the computer-based test, 550 from the paper-based test, or 79-80 on the Internet-based test will be considered for admission.

## 7) Massachusetts Tests for Educator Licensure® (MTEL)

Applicants must provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL) as a graduate admission requirement if applying to one of the following education programs:

- Postbaccalaureate and Accelerated Postbaccalaureate (APB) initial teacher licensure programs. (Applicants to the Accelerated Postbaccalaureate (APB) program must also submit a qualifying score on the appropriate MTEL® subject matter test.)
- MEd and CAGS programs leading to initial administrator licensure
- All MEd programs leading to initial teacher licensure
- MEd, Postmaster's and CAGS programs leading to initial support specialist licensure; e.g., instructional technology specialist, school guidance counselor, reading specialist

Note: Some programs may require additional MTEL® test(s). Please refer to the appropriate departmental section of this catalog.

## 8) Additional departmental requirements

There may also be special departmental requirements relative to the application, such as an interview. Such requirements, if any, are to be found under each department's description of its graduate program(s) in this catalog.

## INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

Students applying for admission to a BSC graduate program, who plan to come into this country on an F-1 Visa, will need to include the following documents with the application and application fee:

- **Certified bank/financial statement** attesting to the fact that funds are available specifically for educational expenses. The statement must show sufficient funding for one year of college-related costs and living expenses. Presently, BSC estimates this amount to be approximately \$16,256.
- **Test of English as a Foreign Language (TOEFL) Score** (if necessary, in accordance with English language skills). Students for whom English is a second language will be required to submit an official copy of results from the TOEFL, unless they have at least two years' experience in an American college or university. Students must receive a total score of 213 from a computer-based test, 550 from a paper-based test or 79-80 on the Internet-based test.
- **GRE or GMAT Scores** (dependent upon program)
- **Transcripts** – All transcripts must be evaluated and translated showing equivalence of U. S. baccalaureate degree by an agency such as the Center for Educational Documentation, Boston, MA ([www.cedevaluations.com](http://www.cedevaluations.com)); World Education Services, Inc., New York, NY ([www.wes.org](http://www.wes.org)); or another reputable agency.
- **Three Letters of Recommendation** – At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.

It is strongly suggested that international students submit a completed application at least one month prior to the deadline in order to have sufficient time to receive an Initial I-20 form needed to apply for an F-1 Visa.

## ADMISSION DECISIONS

### ACTION BY THE ACADEMIC DEPARTMENT

All completed applications are sent by the School of Graduate Studies to the academic department in which applicants propose to concentrate. After reviewing these applications, departments make admission recommendations to the School of Graduate Studies.

### ACTION BY THE EDUCATOR LICENSURE OFFICE

All completed applications of applicants seeking licensure are sent to the Educator Licensure Office in the School of Education and Allied Studies. After reviewing these applications, decisions are given to the School of Graduate Studies.



## ACTION BY THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies, after reviewing the recommendations of the academic department and, if applicable, the Educator Licensure Office, notifies applicants of the action taken.

## CHANGE OF PROGRAM

Any request to change from one graduate program to another must be made prior to the deadline for receiving completed applications. All requests are subject to departmental approval. Students wishing to change programs must complete the change of program form. Students seeking to change their program must review the admission requirements in this catalog as additional application materials may be requested by the School of Graduate Studies. Appropriate credits earned prior to a program change may be transferred to the new graduate program with the approval of the new adviser and graduate program coordinator.

## GRADUATE ADVISERS AND GRADUATE PROGRAM PLANNING

Graduate students who are accepted are assigned advisers in the students' area of study. Students in several programs are required to enroll in the program planning course GRPP 501 Graduate Program Planning (one graduate credit) as part of the minimum credit requirements in their program. Students should consult specific program requirements to see if this course is required.

Students' academic and professional backgrounds and objectives are considered during the planning and development of a coherent program of graduate study. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their advisers immediately after acceptance by the School of Graduate Studies and prior to enrolling in any additional courses. For details, graduate students should contact their advisers.

All accepted graduate students will receive copies of the Graduate Program Proposal form from the School of Graduate Studies. Students are required to have a completed copy of this form sent to the School of Graduate Studies when applying to graduate.

## GRADUATE PROGRAM REQUIREMENTS

### MASTER OF ARTS

**General Requirements** – A minimum of 30 approved graduate credits is required for the Master of Arts (MA) degree. All credits must have the adviser's endorsement. A thesis is optional in Master of Arts programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program requirements for the degree.

### MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. Most MAT programs are designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional-stage licensure, as set forth in the most recent MA-DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students needing initial licensure should refer to the section of this catalog titled "Accelerated Postbaccalaureate Program (APB): Initial Licensure for Secondary (Subject Areas: 8-12) and Middle Level (Subject Areas: 5-8) Teachers." Students seeking licensure should also consult the section of this catalog titled "School of Education and Allied Studies" for information pertaining to licensure, admission to and retention in professional education, as well as important institutional deadlines.

**General Requirements** – A minimum of 33 approved graduate credits is required for the MAT degree, which is offered through the Department of Secondary Education and Professional Programs and the academic departments of the college. For program and course details, students should consult the MAT information listed in this catalog under the "Department of Secondary Education and Professional Programs" and under the appropriate academic department.

### MASTER OF EDUCATION

The Master of Education (MEd) degree is designed for persons with a wide variety of academic and professional objectives. Students are encouraged to consult specific MEd program descriptions in this catalog.

**General Requirements** – A minimum of 30 approved graduate credits, depending upon the program, is required for the Master of Education degree. For program and course details, students should consult the appropriate departmental section of this catalog. Degree credits must have the endorsement of the adviser.

**Licensure Information** – A number of Bridgewater State College's Master of Education programs have been approved by the Massachusetts Department of Elementary and Secondary Education for the licensure of educational personnel. Specific information regarding such programs is provided in this catalog under the "School of Education and Allied Studies" and appropriate departmental program descriptions. For additional details regarding certification program procedures and requirements, students should contact the appropriate graduate program coordinator.



---

## MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) degree provides professional education to prepare persons for leadership roles in public administration and public affairs. Program details are provided in the graduate program section under "Political Science" in this catalog.

**General Requirements** – A minimum of 39 to 46 approved graduate credits is required for the Master of Public Administration (MPA) degree. The MPA program accommodates the needs of both precareer students and in-career professionals by offering alternative program requirements that take into account students' academic and professional backgrounds.

---

## MASTER OF SCIENCE

**General Requirements** – A minimum of 30 approved graduate credits is required for the Master of Science (MS) degree. All credits must have the adviser's endorsement. A thesis is optional in certain Master of Science programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program and course requirements for the degree.

---

## MASTER OF SCIENCE IN MANAGEMENT

The Master of Science in Management (MS) degree prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. Program details are provided in the "School of Business" section of this catalog.

**General Requirements** – A minimum of 30 credit hours of graduate course work, including a core of five courses, three concentration courses, one elective and one capstone course. The foundation courses must be taken prior to taking the core or concentration courses and may not be used to fulfill the 30-credit program requirements. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses: a statistics course, courses in accounting and finance for ACFI 505 and courses in marketing and law for MGMT 506. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508.531.1395 or e-mail [afdept@bridgew.edu](mailto:afdept@bridgew.edu) for more information.

---

## MASTER OF SOCIAL WORK

The mission of the Master of Social Work (MSW) program is to prepare advanced professional practitioners to address regional needs, promote social justice, and enhance the strength and resilience of communities, families and individuals. Program details are provided in the "Social Work" section of this catalog.

**General Requirements** – A minimum of 62 approved graduate credits is required for the Master of Social Work (MSW) degree. Students enrolled in the MSW program for advanced standing are required to complete a minimum of 35 approved graduate credits.

---

## CERTIFICATE OF ADVANCED GRADUATE STUDY

**General Requirements** – A minimum of 30 approved graduate credits is required for the Certificate of Advanced Graduate Study program. Courses taken for the CAGS may not repeat work previously accomplished by students in either their undergraduate or graduate degree work. At least one-half of the CAGS credits must be earned in courses limited to postmaster's students (600-level).

Currently, the college offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in counseling, educational leadership and reading. For details, students should consult the counselor education, educational leadership and reading program sections of this catalog.

---

## COLLABORATIVE CAGS/EdD PROGRAM

There is a transfer agreement between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS) (see above), and the University of Massachusetts-Lowell, which offers the Doctor of Education (EdD) degree. Further program information is provided in the "School of Education and Allied Studies" section of this catalog.



**Anthropology**

**Art**

**Biological Sciences**

**Chemical Sciences**

**Communication Studies**

**Criminal Justice**

**Earth Sciences**

**English**

**Foreign Languages**

**Geography**

**History**

**Mathematics and Computer Science**

**Music**

**Philosophy**

**Physics**

**Political Science**

**Psychology**

**Social Work**

**Sociology**

**Theater and Dance**

Dr. Rita Miller

*Acting Dean, School of Arts and Sciences*

Dr. Jeffrey Williams

*Acting Associate Dean, School of Arts and Sciences*

---

## ACADEMIC DEPARTMENTS

*Anthropology*

Dr. Curtiss Hoffman, Chairperson

*Art*

Professor Dorothy Pulsifer, Chairperson

*Biological Sciences*

Dr. Jeffery Bowen, Chairperson

*Chemical Sciences*

Dr. Edward Brush, Chairperson

*Communication Studies*

Dr. Jabbar Al-Obaidi, Chairperson

*Criminal Justice*

Dr. Carolyn Petrosino, Chairperson

*Earth Sciences*

Dr. Michael Krol, Chairperson

*English*

Dr. John Kucich, Chairperson

*Foreign Languages*

Dr. Fernanda Ferreira, Chairperson

*Geography*

Dr. Sandra Clark, Chairperson

*History*

Dr. Leonid Heretz, Chairperson

*Mathematics and Computer Science*

Dr. Uma Shama, Chairperson

*Music*

Dr. Salil Sachdev, Chairperson

*Philosophy*

Dr. Aeon Skoble, Chairperson

*Physics*

Dr. Martina Arndt, Chairperson

*Political Science*

Dr. George Serra, Chairperson

*Psychology*

Dr. Jonathan Holmes, Chairperson

*Social Work*

Dr. Spencer Zeiger, Chairperson

*Sociology*

Dr. Patricia Fanning, Chairperson

*Theater and Dance*

Professor Henry Shaffer, Chairperson



## UNDERGRADUATE PROGRAMS

The School of Arts and Sciences offers undergraduate programs leading to the Bachelor of Arts or Bachelor of Science degree in the areas listed below. Listed beneath each department are the concentrations it offers. Concentrations are programs of study within the major with their own subset of requirements. Only students selecting the major field of study may complete a concentration within that major. The completed concentration is indicated on the student's transcript.

Anthropology	History
<i>Cultural Anthropology</i>	<i>Military History</i>
<i>General Anthropology</i>	Mathematics
<i>Public Archaeology</i>	Music
Art	<i>Music Education</i>
<i>Art Education</i>	Philosophy
<i>Art History</i>	<i>Applied Ethics</i>
<i>Crafts</i>	Physics
<i>Fine Arts</i>	<i>General Physics</i>
<i>Graphic Design</i>	<i>Professional Physics</i>
<i>Photography</i>	Political Science
Biology	<i>American Politics</i>
<i>Biomedical/Molecular</i>	<i>International Affairs</i>
<i>Biology</i>	<i>Legal Studies</i>
<i>Environmental Biology</i>	<i>Public Administration</i>
<i>General Biology</i>	Psychology
Chemistry	<i>Child Psychology</i>
<i>Biochemistry</i>	<i>Industrial and</i>
<i>Environmental Chemistry</i>	<i>Organizational</i>
<i>Professional Chemistry</i>	<i>Psychology</i>
Chemistry-Geology	<i>Medical and Health</i>
Communications Studies	<i>Psychology</i>
<i>Corporate Communication</i>	Social Work
<i>Individualized</i>	Sociology
<i>Media Studies and</i>	<i>City, Community</i>
<i>Communication</i>	<i>and Region</i>
<i>Technologies</i>	<i>Education</i>
<i>Speech Communication</i>	<i>Global Studies</i>
Computer Science	Spanish
Criminal Justice	Theater and Dance
Earth Sciences	<i>Dance Education</i>
<i>General</i>	<i>Theater Arts</i>
<i>Environmental</i>	<i>Theater Education</i>
<i>Geosciences</i>	
<i>Geology</i>	
English	
<i>English Education (High</i>	
<i>School, Middle School)</i>	
<i>Writing</i>	
Geography	

## BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Bachelor of Arts and Bachelor of Science degree programs allow students to select from a number of areas and provide preparation for high school teaching (if secondary education is elected as a minor), graduate school and fields of endeavor related to the major area of study.

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding which degree the student will be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but not later than the end of the sophomore year, in order to select a major and to be certain that course selection will allow graduation with the desired degree.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

## UNDERGRADUATE MINORS

In the School of Arts and Sciences the following minors in specific disciplines or interdisciplinary areas are offered:

Actuarial Science	History
American Studies	Irish-American Studies
Anthropology	Latin American and
Art	Caribbean Studies
Art History	Mathematics
Asian Studies	Middle East Studies
Biochemistry	Music
Biology	Philosophy
Biotechnology	Physics
Canadian Studies	Political Science
Chemistry	Portuguese
Civic Education and	Psychology
Community Leadership	Public History
Communication Studies	Public Relations
Computer Science	Russian and East
Criminal Justice	European Studies
Dance	Social Welfare
Earth Sciences	Sociology
English	Spanish
Environmental Biology	Theater Arts
Ethnic Studies	Urban Affairs
Forensic Psychology	Women's and Gender Studies
Geography	
Geophysics	



---

## GRADUATE PROGRAMS

Graduate programs leading to the Master of Arts, Master of Arts in Teaching, Master of Public Administration, Master of Science and Master of Social Work degrees are offered in the following fields:

### **Master of Arts**

English

*Concentration:*

Creative Writing

Psychology

### **Master of Arts in Teaching**

Biology

Creative Arts

English

History

Mathematics

Music

Physical Science

Physics

### **Master of Public Administration**

*Concentrations:*

Civil and Nonprofit Leadership and Administration

Sustainable Community Development

### **Master of Science**

Computer Science

Criminal Justice

### **Master of Social Work**

Additional information regarding graduate programs, including application procedures and academic requirements, may be found in the "School of Graduate Studies" and appropriate departmental sections of this catalog.

---

## DEPARTMENTAL COURSE DESCRIPTIONS

See the "Course Descriptions" section of this catalog for departmental course descriptions.



## FACULTY

**Chairperson:** Professor Curtiss Hoffman

**Professor:** Sandra Faiman-Silva

**Associate Professors:** Diana Fox, Ellen Ingmanson

**Assistant Professor:** Louise Badiane

**Department Telephone Number:** 508.531.1799

**Location:** Burrill Office Complex

**Web site:** [www.bridgew.edu/Anthro](http://www.bridgew.edu/Anthro)

## DEGREE PROGRAMS

- BA in Anthropology  
Concentrations: Cultural Anthropology, General Anthropology
- BS in Anthropology  
Concentration: Public Archaeology

## UNDERGRADUATE MINORS

- Anthropology

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships. The public archeology concentration requires that students participate in fieldwork or laboratory work, and the department offers a summer archaeological field school.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS/BACHELOR OF SCIENCE

Anthropology, the scientific study of humankind, allows students to build cross-cultural understandings through an intensive study of other cultures. Anthropology is traditionally divided into several subfields: cultural anthropology, archaeology, physical (or biological) anthropology, applied anthropology and linguistics. A major in anthropology provides students with an understanding of societies and cultures throughout the world. Students majoring in anthropology are prepared to understand and work with individuals from other cultural settings; in health care, social services and public welfare agencies; or as teachers, museum curators, environmentalists, or in private industry. Students may select a BA in cultural anthropology or general anthropology, or a BS in public archaeology. Students may also combine a major in anthropology with an education major.

## CULTURAL ANTHROPOLOGY CONCENTRATION

Students taking the cultural anthropology concentration are introduced to three of the five anthropology subfields along with upper-division area studies and topically focused courses. Cultural anthropology uses a comparative, cross-cultural method to understand human culture and its variations. Cultural anthropologists draw on quantitative and qualitative data in their research, based on firsthand participant observation fieldwork and interviews.

## PUBLIC ARCHAEOLOGY CONCENTRATION

The public archaeology concentration provides the basic knowledge and training necessary for careers in contract archaeology and to the study of federal, state and local legislation protecting archaeological resources. The concentration relies heavily on cog-nate courses in geology and geography.

## GENERAL ANTHROPOLOGY CONCENTRATION

The general anthropology concentration introduces students to four of anthropology's major subfields: cultural, biological, archaeological and applied anthropology. This concentration will expose students to a thorough understanding of the breadth and depth of anthropology, with an opportunity to see how anthropological ideas and methods are used to address human problems. Students will be well prepared to bring anthropological skills to the workplace or to enter a broad-based graduate program in anthropology.

## ANTHROPOLOGY MAJOR

### CULTURAL ANTHROPOLOGY CONCENTRATION

	Credits
ANTH 100 Introduction to Cultural Anthropology .....	3
ANTH 101 Biological Anthropology .....	3
ANTH 103 Introduction to Archaeology .....	3
ANTH 400 Seminar: Anthropological Theory (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
ANTH 401 Research Methods in Anthropology .....	3
Note: LANG 300 Languages of the World may be substituted for ANTH 101 or ANTH 103	
Plus one course in a culture area from.....	3
ANTH 206 Native Cultures of North America	
ANTH 209 Peoples and Cultures of Africa	
ANTH 213 Latin American Peoples and Cultures	
ANTH 215 The Caribbean	
ANTH 216 People and Cultures of the Near East	
Plus 15 additional credits in anthropology courses, at least 12 of which must be at the 300 level or above. Students may take up to three credits in archaeology or biological anthropology at the 300 level or above as part of this concentration. ....	15
Total minimum credits: 33	



## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## PUBLIC ARCHAEOLOGY CONCENTRATION

	Credits
ANTH 100 Introduction to Cultural Anthropology .....	3
ANTH 101 Biological Anthropology .....	3
ANTH 103 Introduction to Archaeology .....	3
ANTH 206 Native Cultures of North America .....	3
ANTH 328 Archaeology of North America.....	3
ANTH 400 Seminar: Anthropological Theory (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
ANTH 410 Public Archaeology .....	3
Plus nine credits of field or laboratory work in archaeology (any combination of ANTH 303, ANTH 332, ANTH 405 and Directed Study or Internship).....	9
Plus three additional credits in anthropology .....	3

## Cognate Requirements

MATH 110 Elementary Statistics I .....	3
or	
ANTH 401 Research Methods in Anthropology	
or	
GEOG 315 Quantitative Geography .....	4
EASC 100 Physical Geology.....	4
Plus four courses from .....	12
EASC 101 Historical Geology	
EASC 194 Environmental Geology	
EASC 370 Sedimentology and Stratigraphy	
EASC 480 Remote Sensing	
GEOG 213 Geographic Information Systems (GIS) I	
GEOG 317 Air Photo Interpretation-Remote Sensing	
GEOG 332 Management and Preservation of the Natural Environment	
INTD 350 Soil Identification and Interpretation	
Or other cognates deemed appropriate by the department	
Total minimum credits: 52	

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## GENERAL ANTHROPOLOGY CONCENTRATION

	Credits
ANTH 100 Introduction to Cultural Anthropology .....	3
ANTH 101 Biological Anthropology .....	3
ANTH 103 Introduction to Archaeology .....	3
ANTH 400 Seminar: Anthropological Theory (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
Plus one course in a culture area from.....	3
ANTH 206 Native Cultures of North America	
ANTH 209 Peoples and Cultures of Africa	
ANTH 213 Latin American Peoples and Cultures	
ANTH 215 The Caribbean	
ANTH 216 Peoples and Cultures of the Near East	
ANTH 319 Contemporary Native Americans	
ANTH 409 Mesoamerican Societies and Cultures	
Plus nine additional elective credits in anthropology, at least six of which must be at upper division level (300-400), one in each of the three subdisciplines below.....	9

### Cultural

ANTH 305 Culture Change
ANTH 307 Anthropology of Religion
ANTH 308 Anthropology of Education
ANTH 309 Anthropology of Art
ANTH 314 Women in Myth and Lore
ANTH 315 Ethnic Experience in America
ANTH 319 Contemporary Native Americans
ANTH 322 War, Peace and Culture
ANTH 330 Medical Anthropology
ANTH 331 Political Anthropology
ANTH 340 Myths and Peoples of the Ancient Near East
ANTH 399 Special Topics in Anthropology, as appropriate
ANTH 404 Seminar: Culture and Consciousness
ANTH 409 Mesoamerican Societies and Cultures
ANTH 417 Seminar: She/He "Two Spirits" Gender Cross- Culturally
ANTH 420 Visual Anthropology
ANTH 426 Seminar: New England Ethnic and Regional Communities
ANTH 435 Seminar: Global Feminism

### Biological

ANTH 399 Special Topics in Anthropology, as appropriate
ANTH 405 Forensic Anthropology

### Archaeology

ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England
ANTH 328 Archaeology of North America
ANTH 332 Practicum in Field Archaeology (3 credits)
ANTH 399 Special Topics in Anthropology, as appropriate
ANTH 410 Public Archaeology
Plus three additional, three-credit electives in anthropology, two of which must be upper division level (300 and above).....
Plus one, three-credit research or applied course from the list below: .....
3



- ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 332 Practicum in Field Archaeology
- ANTH 355 Anthropological Study Tour
- ANTH 405 Forensic Anthropology
- ANTH 485 Honors Thesis
- ANTH 498 Field Experience in Anthropology

**Cognate Requirements**

- Research methods course (choose one) ..... 3
  - GEOG 315 Quantitative Geography
  - MATH 110 Elementary Statistics I
  - ANTH 401 Research Methods in Anthropology

**Foreign Language Requirement**

- A two-semester sequence of an introductory foreign language or its equivalent..... 6
- Total minimum credits: 45

**Core Curriculum Requirements**

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

**DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION**

Students may choose a double major in anthropology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

**ANTHROPOLOGY MINOR**

- |  |         |
|--|---------|
| Anthropology minors are advised to take following courses: | Credits |
| Any two of the following .....                             | 6       |
| ANTH 100 Introduction to Cultural Anthropology             |         |
| ANTH 101 Biological Anthropology                           |         |
| ANTH 103 Introduction to Archaeology                       |         |
| Plus any one of the following.....                         | 3       |
| ANTH 206 Native Cultures of North America                  |         |
| ANTH 208 Anthropology of Women                             |         |
| ANTH 209 Peoples and Cultures of Africa                    |         |
| ANTH 213 Latin American Peoples and Cultures               |         |
| ANTH 215 The Caribbean                                     |         |
| ANTH 216 Peoples and Cultures of the Near East             |         |
| Plus 12 additional credits in anthropology .....           | 12      |
| Total minimum credits:                                     | 21      |



## FACULTY

**Chairperson and Graduate Program Coordinator:**  
Professor Dorothy Pulsifer

**Professors:** Roger Dunn, Mercedes Nunez

**Associate Professors:** Jeffrey Asmus, Rob Lorensen,  
Brenda Molife, Magaly Ponce, Beatrice St. Laurent

**Assistant Professors:** Leigh Craven, Mary Dondero,  
Ivana George, John Hooker, Robert Saunders III,  
Donald Tarallo

**Department Telephone Number:** 508.531.1359

**Location:** Art Building, Room 100

**Web site:** [www.bridgew.edu/art](http://www.bridgew.edu/art)

## DEGREE PROGRAMS

- BA in Art  
Concentrations: Art Education, Art History, Crafts, Fine Arts,  
Graphic Design, Photography
- MAT - Creative Arts

## UNDERGRADUATE MINORS

- Art
- Art History

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of Art offers six concentrations:

Art Education  
Art History  
Crafts  
Fine Arts  
Graphic Design  
Photography

The undergraduate program offers a broad-based training in the visual arts. In addition to course work, internships give firsthand experience in such areas as graphic design, museology, exhibition planning and community art programs. Students planning to pursue graduate study at some point in their careers should work closely with their advisers to select appropriate course work beyond the 36-hour requirements of the major, thus earning themselves a competitive edge in the application process at the graduate level.

Students interested in teaching art must select a minor in secondary education. However, state-mandated requirements for teacher training are subject to change, so it is necessary to consult with Professor Dorothy Pulsifer regarding up-to-date requirements. Prospective teachers of art are encouraged to join the student chapter of the National Art Education Association.

Art majors not interested in an education minor are encouraged to select a minor complementing their interests within the major. Students who are not art majors, wishing to minor in art or art history, will find a diversity of course offerings suitable to

their interests and skills. To ensure an appropriate selection of art courses in the major or minor, it is important that each student work closely with his or her art adviser or the department chairperson in program selection.

A student majoring in art must achieve a grade of "C-" or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

Students should be aware that typically there are additional hours outside of class to complete course requirements and expenses for materials and tools in studio courses beyond the required fees. Field trips to museums, studios and commercial galleries in the region, in New York City and at other sites are regularly a part of many art history and studio art courses and include additional costs.

A gallery calendar of changing exhibitions is maintained throughout the academic year in the Wallace L. Anderson Gallery within the art building. One of these exhibitions is the student show, and art majors and minors are encouraged to set aside their best work to submit to this annual showing. In an adjacent gallery is a continuing exhibition of works from the permanent art collection. These gallery facilities offer a range of work that enhances classroom instruction. In addition, visiting artists and related art programs are made possible each year by a generous gift from the Class of 1936.

### FINE ARTS CONCENTRATION

Credits

ARTH 103 Survey of Ancient and Medieval Art.....	3
or	
ARTH 104 Survey of Art 14 <sup>th</sup> Century to the Present	
ARTS 125 Drawing I .....	3
ARTS 130 Two-Dimensional Design .....	3
ARTS 140 Three-Dimensional Design.....	3
ARTH 309 Early Modern Art and Architecture.....	3
ARTH 310 Art and Architecture since 1940 .....	3
ARTS 225 Drawing II .....	3
ARTS 230 Painting I .....	3
ARTS 240 Sculpture I.....	3
ARTS 255 Printmaking I.....	3
One craft course from, but not limited to,	
the following courses .....	3
ARTS 270 Ceramics I	
ARTS 273 Glass I	
ARTS 280 Metals I	
ARTS 290 Weaving I	
One, additional three-credit art elective (ARTH 101 and	
ARTH 102 do not fulfill this elective requirement).....	3
Total minimum credits:	36

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



GRAPHIC DESIGN CONCENTRATIONCredits

ARTS 125 Drawing I .....	3
ARTS 130 Two-Dimensional Design .....	3
ARTS 140 Three-Dimensional Design .....	3
ARTS 225 Drawing II .....	3
ARTS 230 Painting I .....	3
ARTS 240 Sculpture I .....	3
ARTS 260 Graphic Design I .....	3
ARTH 309 Early Modern Art and Architecture .....	3
ARTH 310 Art and Architecture since 1940 .....	3
ARTS 361 Graphic Design II .....	3
ARTS 362 Graphic Design III .....	3
ARTS 460 Advanced Graphics .....	3
Admission to the graphic design concentration is based on a portfolio review, but graphic design courses may be taken without this review. Normally the review should follow successful completion of ARTS 260.	

Total minimum credits: 36

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CRAFTS CONCENTRATIONCredits

ARTS 125 Drawing I .....	3
ARTS 130 Two-Dimensional Design .....	3
ARTS 140 Three-Dimensional Design .....	3
ARTS 230 Painting I .....	3
or	
ARTS 235 Watercolor Painting I .....	
ARTS 240 Sculpture I .....	3
ARTH 309 Early Modern Art and Architecture .....	3
ARTH 310 Art and Architecture since 1940 .....	3
ARTS 360 Business Issues for Visual Artists .....	3
Choose two, level-I craft courses .....	6
ARTS 270 Ceramics I .....	
ARTS 273 Glass I .....	
ARTS 280 Metals I .....	
ARTS 290 Weaving I .....	
One 300-level crafts course .....	3
One 400-level crafts course .....	3
Total minimum credits: 36	

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

ART HISTORY CONCENTRATIONCredits

ARTH 103 Survey of Ancient and Medieval Art .....	3
ARTH 104 Survey of Art 14 <sup>th</sup> Century to the Present .....	3
ARTS 125 Drawing I .....	3
ARTS 130 Two-Dimensional Design .....	3
ARTS 140 Three-Dimensional Design .....	3
ARTH 309 Early Modern Art and Architecture .....	3
Choose one .....	3
ARTS 104 Introduction to Digital Imaging and 4-D Design .....	
ARTS 216 Photography I .....	
ARTS 230 Painting I .....	
ARTS 235 Watercolor Painting I .....	
ARTS 255 Printmaking I .....	
ARTS 260 Graphic Design I .....	
Choose one .....	3
ARTS 240 Sculpture I .....	
ARTS 270 Ceramics I .....	
ARTS 273 Glass I .....	
ARTS 280 Metals I .....	
ARTS 290 Weaving I .....	
An art studio course chosen from the ARTS 200 or higher level of the courses listed above or any ARTH 200-level course or higher .....	
6 credits in 200 level or higher ARTH courses .....	6
3 credits in non-Western art history from the following courses .....	3
ARTH 205 Asian Art Survey: India, China and Japan .....	
ARTH 207 Introduction to African Art .....	
ARTH 208 Survey of Islamic Art and Architecture .....	
Total minimum credits: 36	

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

PHOTOGRAPHY CONCENTRATIONCredits

ARTH 218 History of Photography .....	3
ARTS 104 Introduction to Digital Imaging and 4-D Design .....	3
ARTS 125 Drawing I .....	3
ARTS 130 Two-Dimensional Design .....	3
ARTS 140 Three-Dimensional Design .....	3
ARTS 216 Photography I .....	3
ARTS 217 Digital Photography I .....	3
ARTS 230 Painting I .....	3
or	
ARTS 235 Watercolor Painting I .....	
ARTS 240 Sculpture I .....	3
ARTS 316 Photography II .....	3
ARTS 416 Advanced Photography .....	3
Any ARTH course at the 200 or higher level .....	3
Total minimum credits: 36	



### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### ART EDUCATION CONCENTRATION

Students majoring in education must refer to the Department of Elementary and Early Childhood Education and the Department of Secondary Education and Professional Programs for specific requirements and consult with the art education coordinator, Professor Dorothy Pulsifer, for additional information.

	Credits
ARTH 103 Survey of Ancient and Medieval Art.....	3
ARTH 104 Survey of Art 14 <sup>th</sup> Century to the Present.....	3
ARTH 309 Early Modern Art and Architecture.....	3
ARTS 125 Drawing I.....	3
ARTS 130 Two-Dimensional Design.....	3
ARTS 140 Three-Dimensional Design.....	3
ARTS 216 Photography I.....	3
ARTS 225 Drawing II.....	3
ARTS 230 Painting I.....	3
ARTS 240 Sculpture I.....	3
ARTS 255 Printmaking I.....	3
ARTS 260 Graphic Design I.....	3
or	
ARTS 104 Introduction to Digital Imaging and 4-D Design	
ARTS 270 Ceramics I.....	3
Total minimum credits:	39

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in art and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### ART MINOR

Credits

ARTS 125 Drawing I.....	3
All students wishing to minor in art should meet with an art department adviser before selecting the remaining 15 credits.	
Choose one.....	3
ARTS 130 Two-Dimensional Design	
ARTS 140 Three-Dimensional Design	
12 credits in art and/or art history.....	12
Total minimum credits:	18

### ART HISTORY MINOR

Credits

<i>Not open to art majors</i>	
ARTH 103 Survey of Ancient and Medieval Art.....	3
ARTH 104 Survey of Art 14 <sup>th</sup> Century to the Present.....	3
ARTH 309 Early Modern Art and Architecture.....	3
Select four additional courses from art history offerings at the 200 level or above. ANTH 309 Anthropology of Art and PHIL 225 Philosophy of Art are other options within this requirement. ....	12
Total minimum credits:	21

### Honors Program

The honors program in art provides highly motivated art majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in art. Contact the Department of Art for further information concerning eligibility and application.

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING CREATIVE ARTS

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold

a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program procedures.



Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

Education Core Courses

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy ....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) ....	3

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required. .... 18

Successful completion of a comprehensive examination is also required.

Total minimum credits: 34



## FACULTY

### Chairperson and Graduate Program Coordinator:

Associate Professor Jeffrey Bowen

**Professors:** Michael Carson, Kevin Curry, John Jahoda, Hardy Moore

**Associate Professors:** Merideth Krevosky, Patricia Mancini, Donald Padgett

**Assistant Professors:** Christopher Bloch, Joseph Burdo, Boriana Marintcheva, Jonathan Roling

**Department Telephone Number:** 508.531.1358

**Location:** Conant Science Building, Room 226A

**Web site:** [www.bridgew.edu/Biology](http://www.bridgew.edu/Biology)

## DEGREE PROGRAMS

- BS in Biology  
Concentrations: Environmental Biology, Biomedical/Molecular Biology (Biomedical Area, Molecular Area), General Biology (Standard Program, Teacher Preparation Program)
- BA in Biology
- MAT - Biology

## UNDERGRADUATE MINOR

- Biology
- Biotechnology
- Environmental Biology

The mission of the biology program is to provide students with a broad background in the biological sciences allowing for flexibility in making career choices. The department offers an undergraduate program leading to the degree of Bachelor of Science or Bachelor of Arts and a graduate program leading to the degree of Master of Arts in Teaching. Students enrolled in the graduate program have the opportunity to develop their skills and knowledge in more specialized areas.

The Bachelor of Science program is designed to provide the skills and knowledge necessary for employment in the biotechnology, environmental, health-related and teaching areas, as well as providing a sound foundation for graduate or professional school.

The overall goal of the program is to expose students to the scientific process and to promote a student's ability to think critically. Ultimately, the aim is to transform the student into a more analytical thinker and to improve his/her confidence, both academically and professionally. The department feels that the best way to achieve these goals for our biology students is through participation in an undergraduate research experience.

The Bachelor of Arts permits the student to explore personal interests in biology while developing the background needed to use biological knowledge in association with a field such as sales, illustration or elementary education. With careful course selection, this degree can prepare the student for the opportunities listed above for the Bachelor of Science.

In addition to the broad array of biology courses, students have opportunities to join biology faculty in research projects, and to participate in internships, whether local, regional or out of state.

The Department of Biological Sciences is located in the Conant Science Building. Located on the three acres next to the building are a 20 x 80 foot greenhouse and the biology garden, which includes a pond for aquatic plants. The greenhouse and gardens support laboratory and fieldwork and are planted with specimens of horticultural interest. The department has 10 teaching laboratories, two lecture rooms, a biology museum-seminar room, and four faculty-student research laboratories that include the bioassay laboratory, a tissue culture facility, an image analysis laboratory and the South Shore Herbarium. The laboratories are well equipped to help students apply the theoretical principles of their courses. Equipment includes not only light, fluorescent and electron microscopes but also a DNA sequencer, a microplate reader, electrophoretic equipment and a flow cytometer amongst other equipment. In addition, there is close cooperation between the biology and chemistry departments that allows for access to other equipment such as electrochemical equipment, a nuclear magnetic resonance spectrometer, an atomic absorption spectrometer, several infrared (IR) spectrometers, a gas chromatograph, a gas chromatograph/mass spectrometer and a high pressure liquid chromatograph.

The location of the campus is a major advantage for conducting fieldwork and ecological studies. Within an hour's drive of the campus are such diverse habitats as bays, saltmarshes, sandy beaches, rocky shores, estuaries, bogs, freshwater ponds, streams and rivers (clean and polluted), white cedar swamps, marshes, pine groves and hemlock groves.

The department maintains and operates the Watershed Access Laboratory and the Center for the Advancement of Science Exploration (CASE) which houses the BSC City Lab located in the John Joseph Moakley Center for Technological Applications. These laboratories are designed for use in teacher professional development in environmental education and biotechnology and for interdisciplinary studies by faculty and students

## UNDERGRADUATE PROGRAMS

The two versions of the biology major are the Bachelor of Science in Biology (BS) and the Bachelor of Arts in Biology (BA). Each student majoring in biology will be assigned a departmental academic adviser from among the faculty of the department, and should consult with the adviser in regard to both the BS versus BA decision, and selection of courses. It is also important to frequently meet with the adviser to verify progress toward completion of graduation requirements and meeting departmental standards.

### BACHELOR OF SCIENCE IN BIOLOGY (BS)

The department offers a BS degree program with three concentrations: environmental biology, biomedical/molecular biology and general biology. Within the biomedical/molecular concentration, a student focuses on either the biomedical area or the molecular area. Within the general concentration, a student



focuses on the standard program or the high school/middle school teacher preparation program. All BS students are required to take a core of courses consisting of General Biology I and II, Cell Biology, Ecology, Genetics and Microbiology. In consultation with the departmental adviser, each student selects additional courses that satisfy the requirements of his or her particular concentration. The Bachelor of Science is designed to prepare the student for employment as a biologist in a laboratory or field setting, or for advanced training at a graduate or professional institution.

The **Environmental Biology** concentration presents course work in such areas as wetlands biology, biomonitoring, biometry, stream ecology and marine mammal biology. This program encourages students to use their biology electives to develop a diversified background of skills as well as recommended electives in other departments to complement their environmental interest and open future opportunities for internships and careers. Cooperative programs with community environmental monitoring organizations such as the Taunton River Watershed Alliance allow students to gain practical experience while investigating actual environmental problems.

The **Biomedical/Molecular Biology** concentration offers course work in such fields as histology, immunology, virology, embryology, biochemistry, molecular biology and neurobiology. The two areas within this concentration are distinguished by their physiology courses: the biomedical area includes courses in Human Anatomy and Physiology, while the molecular area offers the option of Animal Physiology or Plant Physiology. The biomedical area prepares students for health-related pursuits such as laboratory or clinical work, or health-professional schools. The molecular area is designed for students who plan on graduate study in cellular or molecular biology, and for those who seek a career in molecular biology or biotechnology laboratory work or research. biomedical/molecular internship opportunities are available in local hospitals and research laboratories as well as national agencies.

The **General Biology** concentration is a broad program of biological study without defined specialization. The standard program provides a wide-ranging background together with courses that are tailored to the student's individual interests. The high school/middle school teacher preparation program is designed to provide the breadth of knowledge required for earning Massachusetts teacher licensure and helping middle and high school pupils meet Massachusetts educational standards.

## BACHELOR OF SCIENCE IN BIOLOGY

(All BS students must take the biology core and cognate courses.)

### Grade Requirement

Students must receive a grade of "C-" or higher for the biology core courses, (BIOL 121, BIOL 122, BIOL 225, BIOL 321 and BIOL 428). A grade of "B-" or higher is required in BIOL 100 or BIOL 102 in order for these courses to substitute as an equivalent to BIOL 121. Only one grade below "C-" earned in a course taught in the department and required outside of the biology core shall be accepted to fulfill the requirements for the bachelor's degree. Students receiving a grade below "C-" in additional courses may

continue in the major but must repeat and successfully complete the course with the grade of "C-" or better or complete another course that fulfills the same required "area" for the major. To qualify for graduation with a degree in biology, the student must have a major grade point average (GPA) of 2.3 or higher.

Biology Core Courses	Credits
BIOL 121-122 General Biology I-II .....	8
BIOL 200 Cell Biology.....	4
BIOL 225 Ecology.....	4
BIOL 321 Genetics .....	4
BIOL 428 Microbiology (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	4

### Cognate Courses

CHEM 141-142 Chemical Principles I-II.....	8
CHEM 343-344 Organic Chemistry I-II.....	8
MATH 141 Elements of Calculus I .....	3
or	
MATH 151 Calculus I*	
MATH 142 Elements of Calculus II* .....	3
or	
MATH 152 Calculus II*	
or	
BIOL 297 Biometry	
PHYS 181 Elements of Physics I.....	4
or	
PHYS 243 General Physics I*	
PHYS 182 Elements of Physics II.....	4
or	
PHYS 244 General Physics II*	

\* Premedical, preveterinary and predental students:

PHYS 243-244 is required. MATH 151 is preferred. A second semester of calculus should be taken.

Total minimum credits in the biology core and cognate courses: 54

Note: A student may not apply both BIOL 373 and BIOL 251-252 toward the BS degree in biology. BIOL 280 may not be applied toward the BS degree in biology.

## ENVIRONMENTAL BIOLOGY CONCENTRATION

	Credits
Biology core and cognate courses .....	54
in addition to the following:	
BIOL 297 Biometry .....	4
BIOL 341 Plant Physiology.....	4
Select three environmental biology concentration elective courses (consult "A" below). BIOL 396 Research Problems in Biology; BIOL 497 Undergraduate Biological Research or BIOL 485 Honors Thesis; BIOL 498 Internship in Biology; BIOL 499 Directed Study in Biology; or BIOL 490 Special Topics in Biology (for a total of three credits only) can be used for only ONE biology elective or concentration elective. ....	9-12
One environmental concentration elective course in another discipline is recommended (consult "B" that follows )	



## Environmental Biology Concentration Internship/Research

Biology majors in the environmental biology concentration should strive to qualify for a three-credit internship or research experience (BIOL 396 Research Problems in Biology, BIOL 498 Internship in Biology, or BIOL 497 Undergraduate Biological Research) as part of their concentration electives. Some examples are volunteer experience through the Student/Conservation Association, paid internships with regulatory agencies such as the Massachusetts Department of Environmental Protection or the National Park Services or research with professional investigators at Bridgewater State College. An expanded list of internship opportunities may be accessed on the biology department Web site. Also, consult the biology internship section that follows.

### A) Environmental Biology Concentration Electives

(three courses from the following list)

- BIOL 243 Systematic Botany
- BIOL 284 Invertebrate Zoology
- BIOL 325 Ichthyology
- BIOL 326 Marine Biology
- BIOL 327 Wetlands Biology
- BIOL 328 Stream Ecology
- BIOL 372 Animal Behavior
- BIOL 373 Animal Physiology
- BIOL 396 Research Problems in Biology (three credit limit)
- BIOL 408 The Biology of Marine Mammals
- BIOL 420 Limnology
- BIOL 422 Biological Evolution
- BIOL 423 Biological Invasions
- BIOL 425 Population Ecology
- BIOL 485 Honors Thesis
- BIOL 490 Special Topics in Biology (at least three credits)
- BIOL 497 Undergraduate Biological Research
- BIOL 498 Internship in Biology (three credit limit)
- BIOL 499 Directed Study in Biology (three credits)

### B) Environmental Biology Concentration Electives

(one course recommended from the following list)

- CHEM 290 Environmental Chemistry
- COMP 105 Computer and Their Applications: An Introduction
- EASC 210 Oceanography
- EASC 240 Hydrology
- GEOG 213 Geographic Information Systems (GIS) I
- INTD 350 Soil Identification and Interpretation for Land Use

Total minimum credits: 71

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BIOMEDICAL/MOLECULAR BIOLOGY CONCENTRATION

### Biomedical/Molecular Biology Concentration:

Biomedical Area	Credits
Biology core and cognate courses.....	54
in addition to the following:	
BIOL 251-252 Human Anatomy and Physiology I-II.....	8
Select two biomedical/molecular concentration electives (consult "A" below).....	6
Select one additional biology elective of any type at or above the 300 level (three or four credits) (see the "Course Descriptions" section in this catalog for all additional 300-400 level courses).....	3
BIOL 396 Research Problems in Biology; BIOL 497 Undergraduate Biological Research or BIOL 485 Honors Thesis; BIOL 498 Internship in Biology; BIOL 499 Directed Study in Biology; or BIOL 490 Special Topics in Biology (for a total of three credits only) can be used for only ONE biology elective or concentration elective.	

Total minimum credits: 71

### Biomedical/Molecular Biology Concentration:

Molecular Area	Credits
Biology core and cognate courses.....	54
in addition to the following:	
BIOL 341 Plant Physiology.....	4
or	
BIOL 373 Animal Physiology	
Select three biomedical/molecular concentration electives (consult "A" below).....	9
Select one additional biology elective of any type at or above the 300 level (three or four credits) (see the "Course Descriptions" section in this catalog for all additional 300- and 400-level courses).....	3
BIOL 396 Research Problems in Biology; BIOL 497 Undergraduate Biological Research or BIOL 485 Honors Thesis; BIOL 498 Internship in Biology; BIOL 499 Directed Study in Biology; or BIOL 490 Special Topics in Biology (for a total of three credits only) can be used for only ONE biology elective or concentration elective	

### A. Biomedical/Molecular Biology Concentration

Electives:

- BIOL 284 Invertebrate Zoology
- BIOL 320 Biochemistry
- BIOL 350 Molecular Biology
- BIOL 371 Histology
- BIOL 375 Immunology
- BIOL 376 General Endocrinology
- BIOL 396 Research Problems in Biology (3 credit limit)
- BIOL 382 Comparative Chordate Anatomy
- BIOL 430 Embryology
- BIOL 434 Biological Electron Microscopy
- BIOL 436 Mammalian Reproductive Physiology
- BIOL 450 Virology



- BIOL 472 Human Genetics
  - BIOL 475 Parasitology
  - BIOL 482 Neurobiology
  - BIOL 485 Honors Thesis
  - BIOL 490 Special Topics in Biology (at least three credits)
  - BIOL 497 Undergraduate Biological Research
  - BIOL 498 Internship in Biology (three credit limit)
  - BIOL 499 Directed Study in Biology (three credit limit)
- Total minimum credits: 70

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BIOMEDICAL/MOLECULAR BIOLOGY CONCENTRATION INTERNSHIP/RESEARCH

Biology majors in the biomedical/molecular concentration should strive to qualify for three credits of internship or research experience (BIOL 498 Internship in Biology or BIOL 396 Research Problems in Biology; BIOL 497 Undergraduate Biological Research) as part of their concentration electives. Some examples are volunteer or paid experiences in a nearby laboratory or clinic; internships with agencies such as The National Institutes of Health, Jackson Laboratory or The Washington Center; or research with professional investigators at Bridgewater State College. An expanded list of internship opportunities may be accessed on the biology department Web site. Also consult the biology internship section that follows.

## GENERAL BIOLOGY CONCENTRATION

### General Biology Concentration:

Standard Program	Credits
Biology core and cognate courses .....	54
in addition to the following:	
BIOL 341 Plant Physiology .....	4
BIOL 373 Animal Physiology .....	4
Three courses at or above the 200 level for a total of at least nine credits. (See the "Course Description" section in this catalog for all 200-400 level courses.) BIOL 396 Research Problems in Biology; BIOL 497 Undergraduate Biological Research or BIOL 485 Honors Thesis; BIOL 498 Internship in Biology; BIOL 499 Directed Study in Biology; or BIOL 490 Special Topics in Biology (for a total of three credits only) can be used for only ONE biology elective or concentration elective. ....	9-12
Total minimum credits:	71

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### General Biology Concentration: High School/Middle School Teacher Preparation Program

Students preparing to teach in high school or middle school must complete this BS degree in biology and minor either in secondary education-high school (grades 8-12) or secondary education-middle school (grades 5-8). Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the catalog entry for the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

	Credits
Biology core and cognate courses.....	54
in addition to the following:	
BIOL 251-252 Human Anatomy and Physiology I-II.....	8
BIOL 341 Plant Physiology .....	4
BIOL 422 Biological Evolution.....	3
BIOL 382 Comparative Chordate Anatomy.....	3
or	
BIOL 284 Invertebrate Zoology	
EASC 100 Physical Geology.....	4
The following course is recommended:	
BIOL 490 Special Topics in Biology: Bioethics	
or	
PHIL 215 Environmental Ethics	
or	
PHIL 216 Values and Technology	
Biology departmental approval to participate in the teaching practicum as signified by the signature of the biology department chairperson on the application to engage in the practicum is provided, if the following criteria are met:	
• Minimum biology GPA of 2.8	
• Any grade of "D+" or lower in a biology core course has been repeated for a grade of at least "C-"	
• Any grade of "D+" or lower in a biology elective has been repeated for a grade of at least "C-", or substituted with an approved biology elective with a grade of at least "C-"	
Total minimum credits:	76

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## BACHELOR OF ARTS IN BIOLOGY (BA)

The BA degree is designed for the biology major who wishes to use biological knowledge in pursuit of a career outside of biology. Examples of such careers are teaching elementary education, science writing, scientific illustration, technical sales or publishing. By carefully selecting biology courses and adding particular courses in chemistry, physics and mathematics beyond the BA requirements, a BA degree holder may qualify for many of the career opportunities listed under the BS.

The BA degree requires a minimum of 12 courses with the following specifications:

### Grade Requirement

Students must receive a grade of "C-" or higher for the biology core courses BIOL 121 and BIOL 122. A grade of "B-" or higher is required in BIOL 100 or BIOL 102 in order for these courses to substitute as an equivalent to BIOL 121. Only one grade below "C-" earned in a course taught in the department and outside of the biology core shall be accepted to fulfill the requirements for the bachelor's degree. Students receiving a grade below "C-" in additional courses may continue in the major but must repeat and successfully complete the course with the grade of "C-" or better or complete another course that fulfills the same required "area" for the major. To qualify for graduation with a degree in biology, the student must have a major grade point average (GPA) of 2.3 or higher.

	Credits
BIOL 121-122 General Biology I-II .....	8
Two biology courses at the 200 level .....	6
Two biology courses at the 300 level* .....	6
Two biology courses at the 400 level* .....	6
Two additional biology courses at or above the 200 level .....	6

\*Note: As part of the 300- and 400-level required courses, students must complete either BIOL 328 Stream Ecology or BIOL 428 Microbiology as their Writing Intensive in the Major Core Curriculum Requirement (CWRM).

### Cognate Courses

CHEM 131-132 Survey of Chemistry I-II..... 7  
 Note: A student may not apply both BIOL 280 and BIOL 251-252 toward the BA degree in biology.

Total minimum credits: 39

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## DOUBLE MAJOR WITH ELEMENTARY AND EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in biology and elementary and early childhood education or special education. Appropriate advising materials are available in the Department of Biological Sciences and Department of the Elementary and Early Childhood Education.

### BIOLOGY MINOR Credits

A minimum of 18 credits in biology, including:  
 BIOL 121 General Biology I..... 4  
 At least 14 additional credits in biology at or above the 200 level planned in consultation with the chairperson of the Department of Biological Sciences. .... 14  
 Note: BIOL 122 General Biology II may be substituted for one of the courses at or above the 200 level.  
 Total minimum credits: 18

### BIOTECHNOLOGY MINOR Credits

A minimum of 20 credits in biology, including:  
 BIOL 121 General Biology I..... 4  
 BIOL 200 Cell Biology..... 4  
 BIOL 321 Genetics..... 4  
 BIOL 428 Microbiology..... 4  
 At least four additional credits in biology from the biomedical/ molecular biology concentration electives planned in consultation with the chairperson of the Department of Biological Sciences ..... 4  
 Total minimum credits: 20

### ENVIRONMENTAL BIOLOGY MINOR Credits

A minimum of 19 credits in biology, including:  
 BIOL 121 General Biology I..... 4  
 BIOL 122 General Biology II..... 4  
 BIOL 225 Ecology..... 4  
 At least seven additional credits in biology from the environmental concentration electives planned with the chairperson of the Department of Biological Sciences ..... 7  
 Total minimum credits: 19

## HONORS PROGRAM

The departmental honors program in biology provides an opportunity for highly qualified biology majors to study biology and to conduct independent research in biology for honors credit. Interested students should contact the Department of Biological Sciences by their sophomore year for further information concerning eligibility and application.



## UNDERGRADUATE RESEARCH

The Department of Biological Sciences provides the opportunity for students to participate in a true research experience, which is increasingly an advantageous component of undergraduate training.

Each semester, BIOL 396 Research Problems in Biology and BIOL 497 Undergraduate Biological Research are offered by faculty members who direct and supervise either individuals or a small team of undergraduates in a research project. Students are intimately involved with experimental design as well as data collection, analysis and interpretation. The course culminates with a student presentation of the semester's work in a departmental seminar. These courses are often followed by a presentation at a professional scientific meeting. Research topics vary from semester to semester as different faculty members direct the research course; equally valuable training and experience in scientific methodology is obtained with all topics. The Department of Biological Sciences highly recommends this experience which adds a profitable dimension that is not provided by ordinary course work.

## BIOLOGY INTERNSHIP

Biology students interested in developing a field or laboratory experience through BIOL 498 Internship in Biology must meet the following criteria to be considered:

- Prior completion of at least 54 credits and at least two semesters of biology at Bridgewater State College.
- Minimum 2.5 cumulative GPA overall, and 2.7 GPA in biology.
- Prior agreement of a faculty member to act as faculty supervisor and oversee the specific internship.
- Submission of a completed internship application form to the department chairperson by the middle of the semester preceding the internship.

A list of internship opportunities may be accessed at the Department of Biological Sciences Web site.

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING BIOLOGY

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level of professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program procedures.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

### Education Core Courses

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy ....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners.....	3
EDMC 538 The Professional Teacher (final program course) ....	3
MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college-level courses, to be determined by the department.	
18 credit hours of biology – graduate-level course work from among the following is required:	
(The student may take the same numbered course more than once if the subject matter is different.) .....	
BIOE 511 Advanced Biological Topics and Techniques	18
BIOE 512 Advances in Biological Science	
BIOE 513 Advances in Cell/Molecular Biology	
BIOE 514 Advances in Biomedical/Physiological Biology	
BIOE 515 Advances in Ecological/Environmental Biology	
BIOL 503 Directed Study (or other approved course)	

BIOE 511 - BIOE 515 will focus on outcomes. Teachers will be expected to develop a knowledge base appropriate to the subject matter and to develop the skills and techniques needed for laboratory or fieldwork in the field study. Students may not take BIOE 500-level graduate courses that cover subject matter that the student has previously taken either at the graduate or undergraduate level. Successful completion of a biology department comprehensive examination is also required.

Total minimum credits: 34

### MASTER OF ARTS IN TEACHING GENERAL SCIENCE

This program is inactive.



## FACULTY

**Chairperson and Graduate Program Coordinator:**  
Associate Professor Edward Brush

**Professor:** Frank Gorga

**Associate Professors:** Steven Haefner, Cielito King

**Assistant Professors:** Samer Lone, Chifuru Noda,  
Stephen Waratuke

**Department Telephone Number:** 508.531.1233

**Location:** Conant Science Building, Room 318

**Web site:** [www.bridgew.edu/chem](http://www.bridgew.edu/chem)

## DEGREE PROGRAMS

- BA in Chemistry
- BS in Chemistry  
Concentrations: Biochemistry, Environmental Chemistry,  
Professional Chemistry
- BS in Chemistry-Geology (offered jointly with the  
Department of Earth Sciences)
- MAT – Physical Science

## UNDERGRADUATE MINORS

- Biochemistry
- Chemistry

The Department of Chemical Sciences offers programs leading to the degrees of Bachelor of Arts or Bachelor of Science in Chemistry. These programs are designed to provide the skills and knowledge necessary to prepare students for successful careers in the chemical, pharmaceutical or biotech industries for chemical research, teaching, oceanography and environmental science or for further study in graduate degree programs and professional schools.

The department is housed in the Conant Science Building and maintains a suite of modern scientific instrumentation that is used for both teaching and research purposes. This includes electrochemical equipment, a nuclear magnetic resonance (NMR) spectrometer, an atomic absorption spectrometer (AA), several infrared (IR) spectrometers, an ultraviolet-visible spectrophotometer (UV/Vis), and a luminescence spectrometer. Other equipment includes a gas chromatograph (GC), a gas chromatograph/mass spectrometer and a high pressure liquid chromatograph.

Students, staff and faculty maintain an atmosphere of informal interaction, both inside and outside the classroom and laboratory. Many students participate in Chemistry Club activities, which include seminars by area scientists, visits to academic and industrial laboratories and special social events. Students are encouraged to participate in research and together with faculty often attend American Chemical Society (ACS) and other professional meetings throughout the country to present their research results.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS/BACHELOR OF SCIENCE

The chemistry major, with a concentration in biochemistry, environmental chemistry or professional chemistry, leads to the BS degree. These programs are designed for students who plan a career as a professional chemist or biochemist either immediately after graduation or after graduate work in a chemically related discipline. Satisfactory performance (a 3.0 average or better) in any of these programs gives students the preparation required to obtain an assistantship or fellowship in graduate school. The biochemistry and the professional chemistry programs are both certified by the American Chemical Society.

The chemistry major (without a concentration) leads to the BA degree. This program is designed for students who wish to prepare for fields such as medicine, dentistry, secondary school teaching, chemical or pharmaceutical sales, pharmacy, environmental sciences or veterinary medicine. A minimum number of chemistry courses are required so that a program of other courses suited to the individual's interests may be developed in consultation with the student's adviser.

Additionally, the department offers a chemistry-geology major jointly with the Department of Earth Sciences. It also participates in preprofessional advising for students interested in medicine and dentistry or oceanography. Additional information may be found in the "Interdisciplinary and Preprofessional Programs" section of this catalog.

Students interested in any of the programs offered by the department should enroll in CHEM 141 Chemical Principles I and calculus (MATH 151 or MATH 141) in the fall semester of their first year. Additionally, students interested in biochemistry should also enroll in BIOL 121. In the spring semester of the first year, students will normally take CHEM 100 Computers in Chemistry in addition to continuing with CHEM 142 Chemical Principles II and the second semester of calculus. Students need not decide among the various programs within the department until the spring of their second year. Because of the sequential nature of many courses required in our programs, we urge new students to consult with a chemistry faculty member in addition to the regular freshman advisers during the first year registration process.

### CHEMISTRY MAJOR (Leading to a BA degree)

Credits

CHEM 100 Computers in Chemistry (COMP 100 is an acceptable substitute).....	2
CHEM 141-142 Chemical Principles I-II.....	8
CHEM 242 Intermediate Inorganic Chemistry.....	3
CHEM 343-344 Organic Chemistry I-II.....	8
CHEM 381-382 Physical Chemistry I-II.....	8
CHEM 461 General Biochemistry I.....	4
MATH 151-152 Calculus I-II (MATH 141-142 are acceptable substitutes with the permission of the adviser*).....	6
PHYS 243-244 General Physics I-II (PHYS 181-182 are acceptable substitutes with permission of adviser*).....	8



\* Note: MATH 141-142 and PHYS 181-182 are not acceptable as substitutes in the professional chemistry program.  
Total minimum credits: 47

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN BIOCHEMISTRY (Leading to a BS degree; approved by the American Chemical Society)	Credits
All of the courses required for the chemistry major, except CHEM 242 .....	44
plus the following additional courses:	
CHEM 444 Advanced Inorganic Chemistry .....	3
CHEM 462 General Biochemistry II .....	3
CHEM 466 Advanced Biochemistry Laboratory .....	2
BIOL 121 General Biology I .....	4
BIOL 200 Cell Biology .....	4
BIOL 321 Genetics .....	4
BIOL 428 Microbiology .....	4
One of the following .....	3
CHEM 241 Quantitative Chemical Analysis	
CHEM 250 Instrumentation	
CHEM 450 Instrumental Analysis	
Total minimum credits:	71

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN ENVIRONMENTAL CHEMISTRY (Leading to a BS degree)	Credits
All of the courses listed for the chemistry major .....	47
plus the following additional courses:	
CHEM 290 Environmental Chemistry .....	3
CHEM 450 Instrumental Analysis .....	3
CHEM 490 Special Topics in Chemistry .....	3
BIOL 121 General Biology I .....	4
EASC 100 Physical Geology .....	4
BIOL 122 General Biology II .....	4
or	
EASC 101 Historical Geology	

Select one course from the following .....	4
BIOL 225 Ecology	
BIOL 420 Limnology	
EASC 240 Hydrology	
EASC 250 Geomorphology	
EASC 350 Structural Geology	
EASC 450 Geochemistry	
Total minimum credits:	72

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN PROFESSIONAL CHEMISTRY (Leading to a BS degree; approved by the American Chemical Society)	Credits
All of the courses required for the chemistry major* .....	47
plus the following additional courses:	
CHEM 241 Quantitative Chemical Analysis .....	3
CHEM 444 Advanced Inorganic Chemistry .....	3
CHEM 450 Instrumental Analysis .....	3
CHEM 492 Laboratory Techniques .....	3
MATH 251 Calculus III .....	3
One additional mathematics course selected from the following .....	3
MATH 110 Elementary Statistics I	
MATH 120 Introduction to Linear Algebra	
MATH 200 Probability and Statistics	
MATH 202 Linear Algebra	
MATH 316 Differential Equations	
* Note: MATH 141-142 and PHYS 181-182 are not acceptable as substitutes in the professional chemistry program.	
Total minimum credits:	65

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY-GEOLOGY MAJOR (Leading to a BS in Chemistry-Geology)
A major in chemistry-geology is offered jointly with the Department of Earth Sciences. See the catalog section titled "Interdisciplinary and Preprofessional Programs" for detailed information.



## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in chemistry or chemistry-geology and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Chemical Sciences and the appropriate education department for further information.

## MINOR IN SECONDARY (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST) EDUCATION

Students may major in chemistry and minor in secondary (high school, grades 8-12); middle school (grades 5-8 or PreK-12 specialist) education. Successful completion of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### CHEMISTRY MINOR

Credits

CHEM 100 Computers in Chemistry .....	2
or	
one other chemistry course at the 200-level or higher	
CHEM 141-142 Chemical Principles I and II .....	8
CHEM 343-344 Organic Chemistry I and II.....	8
Total minimum credits:	18

### BIOCHEMISTRY MINOR

Credits

CHEM 141-142 Chemical Principles I and II .....	8
CHEM 343-344 Organic Chemistry I and II.....	8
CHEM 461-462 General Biochemistry I and II.....	7
Total minimum credits:	23

## HONORS PROGRAM

The honors program in chemistry provides highly motivated chemistry majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in chemistry. Contact the Department of Chemical Sciences for further information concerning eligibility and application.

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING

This program is inactive.

### CHEMISTRY

This program is inactive.

### GENERAL SCIENCE

This program is inactive.

### PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.



## FACULTY

### Chairperson and Graduate Program Coordinator

Associate Professor Jabbar Al-Obaidi

**Professors:** Joel Litvin, Thomas Mickey, Nancy Street

**Associate Professors:** Arthur Lizie Jr., Susan Miskelly, Melanie McNaughton, Nancy Owens

**Assistant Professors:** Jason Edwards, Bjorn Ingvaldstad, Nancy Van Leuven

**Instructors:** Amanda Brozana, Maria Hegbloom

**Department Telephone Number:** 508.531.1348

**Location:** Maxwell Library, Room 215

**Web site:** [www.bridgew.edu/depts/comm/](http://www.bridgew.edu/depts/comm/)

## DEGREE PROGRAM

- BA in Communication Studies  
Concentrations: Corporate Communication, Individualized, Media Studies and Communication Technologies, Speech Communication

## UNDERGRADUATE MINORS

- Communication Studies
- Public Relations\*

\* Interdisciplinary minor

The Department of Communication Studies is committed to providing excellent undergraduate programs for students at Bridgewater State College. The department offers a Bachelor of Arts (BA) in communication studies. It provides students with a broadly based liberal arts grounding in history, structure, process, culture, social application and functions of human communication, and with the competencies required for effective communication in the 21<sup>st</sup> century. It also supports an integrated model of learning and relaxing the rigid boundaries between academic requirements, professional training and the liberal arts.

In addition, the Department of Communication Studies endeavors to:

- foster the student's ability to integrate critical, theoretical and ethical perspectives in the field of communication and apply them to their professional, personal and civic lives.
- train students in analytical and critical thought, in oral exposition and argument in the literature of communication and in the research that supports it.
- provide through theoretical perspectives and practical experience, rich opportunities and preparation for careers in communication and media, for work in other fields for which communication is pivotal for success and for advanced study in communication.

In addition to study abroad and internship, students majoring in communication studies are involved in a number of activities beyond the classroom pertaining to their academic program. These activities include membership in the National Communication Association BSC Chapter (NCA), the Public

Relations Student Society of America (PRSSA), the Bridgewater Video and Film Association (BVFA), Lambda Pi Eta and the Forensics Society. Majors also participate in fundraising for good causes; service learning; community outreach projects; creative and expressive projects; and in speaking, acting and debate tournaments at both the regional and national level. The operation of the radio station WBIM (91.5 FM) and the publication of the BSC newspaper "The Comment" is under the direct management of students. These activities provide students with opportunities for professional development as well as public relations engagements to meet and exchange views and opinions on issues related to cultural dialogues, and local and global issues.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of Communication Studies strives to educate the residents of the region in the matter and practices of the field of communication and media with the following concentrations:

### MEDIA STUDIES AND COMMUNICATION TECHNOLOGIES CONCENTRATION

The Media Studies and Communication Technologies concentration introduces students to the theory and practice of the study of media as part of their communication studies major. Through advising, students have the ability to more deeply explore their particular area of interest. Students may select elective courses that focus on film and media studies, including courses on media history, theory and criticism; journalism, including news gathering and production across a range of media; or multimedia production, which offers a wide breadth of production opportunities, focusing on video but spanning from radio to new media.

#### Grade Requirement

A grade of "C" or higher in all communication studies (COMM) course work is required for all students.

Required Courses	Credits
COMM 221 Foundations of Communication .....	3
COMM 222 Communication Studies Theory.....	3
COMM 224 Communication Studies Research .....	3
COMM 229 Foundations of Media Studies.....	3
COMM 311 Media Literacy .....	3
COMM 496 Seminar in Media Studies and Communication Technologies (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
Choose one course (three credits) from the following.....	3
COMM 215 Television Studio Production (Television Production 1)	
COMM 225 Film as Communication	
COMM 240 Introduction to Journalism	
Choose three courses (nine credits) from the following .....	9
COMM 150 Practicum in Communication Media	
COMM 214 Radio Production	
COMM 240 Introduction to Journalism	
COMM 288 Communication Colloquium	
COMM 290 Beginning Videography	



COMM 291 Video Editing	
COMM 310 Film History: Western Cinema	
COMM 313 Media Law and Ethics	
COMM 325 Broadcast News Writing	
COMM 335 News and Politics	
COMM 345 Writing for Radio and Television	
COMM 350 Documentary Film	
COMM 355 Images of Gender in Media	
COMM 366 Advanced Audio Production	
COMM 370 Screenwriting	
COMM 371 Global Cinema	
COMM 390 Television Direction (Documentary)	
COMM 397 Cyber Culture and Digital Media	
COMM 401 Film Theory and Criticism	
COMM 415 Advanced Television Production (Features)	
COMM 430 Topics in Film	
COMM 462 Patterns of International Communication	
COMM 498 Internship in Communication (three credits only)	
COMM 499 Directed Study in Communication (one to three credits only)	
Choose two courses (six credits) from any 300- or 400-level communications studies (COMM) courses.....	6
Total minimum credits:	36

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## SPEECH COMMUNICATION CONCENTRATION

The speech communication concentration within the communication studies major provides a broad perspective of communication knowledge and skills within interpersonal, group, social, national and international situations. Students who choose this concentration will become acutely aware of speech communication subjects such as interpersonal, group, gender, rhetoric, political and intercultural communication.

### Grade Requirement

A grade of "C" or higher in all communication studies (COMM) course work contributing to the major is required for all students.

Required Courses	Credits
COMM 221 Foundations of Communication .....	3
COMM 222 Communication Studies Theory.....	3
COMM 224 Communication Studies Research .....	3
COMM 250 Public Speaking.....	3
COMM 495 Communication Studies Seminar (Writing Intensive in the Major Core Curriculum Requirement –CWRM) .....	3
Choose one course (three credits) from the following.....	3
COMM 210 Voice and Diction	
COMM 260 Group Communication and Decision Making	
COMM 270 Interpersonal Communication	

Choose 12 credits from the following.....	12
COMM 110 Forensics Practicum	
COMM 135 Freshman Honors Colloquium	
COMM 136 Freshman Honors Colloquium	
COMM 286 Sophomore Honors Colloquium	
COMM 287 Sophomore Honors Colloquium	
COMM 305 Advanced Forensics Laboratory	
COMM 330 Business and Professional Communication	
COMM/INTD/PSYC 349 Perspectives on the Holocaust	
COMM 360 Argumentation and Advocacy	
COMM 361 Gender Communication	
COMM 362 American Public Address	
COMM/POLI 364 Political Communication	
COMM 365 Introduction to Intercultural Communication	
COMM 399 Topical Studies	
COMM 402 Interpersonal Conflict Resolution	
COMM 450 Persuasion	
COMM 498 Internship (three credits only)	
COMM 499 Directed Study (one to three credits only)	
Choose two courses (six credits) from any 300- or 400-level communications studies (COMM) courses.....	6
Total minimum credits:	36

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## CORPORATE COMMUNICATION CONCENTRATION

The corporate communication concentration within the communication studies major allows students to focus on either public relations or organizational communication. Both areas within the concentration serve to foster a deeper understanding and practical application of communication knowledge and skills within for-profit, government and nonprofit organizations. Students will also focus attention on communication issues related to the impact of globalization, the implications of communication issues related to the impact of globalization, the implications of communication technology and demonstrate proficiency in communication management.

### Grade Requirement

A grade of "C" or higher in all communications studies (COMM) course work contributing to the major is required for all students.

Required Courses	Credits
COMM 221 Foundations of Communication .....	3
COMM 222 Communication Studies Theory.....	3
COMM 224 Communication Studies Research .....	3
COMM 492 Seminar in Corporate Communication.....	3



- Choose one course (three credits) from the following..... 3
    - COMM 226 Introduction to Public Relations
    - COMM 303 Introduction to Organizational Communication
  - Choose five courses (15 credits) from the following..... 15
    - COMM 227 Multimedia Design for Public Relations
    - COMM 312 Writing for Public Relations
    - COMM 330 Business and Professional Communication
    - COMM 337 Public Relations Theory
    - COMM 341 Public Relations Case Studies
    - COMM 353 Corporate Communication and Social Responsibility
    - COMM 391 Public Relations Practicum
    - COMM 470 Organizational Communication: Events Planning
    - COMM 472 Communication Training and Development
    - COMM 498 Internship in Communication (three credits only)
    - COMM 499 Directed Study in Communication (one to three credits only)
  - Choose two courses (six credits) from any 300- to 400-level communications studies (COMM) courses..... 6
- Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### INDIVIDUALIZED CONCENTRATION

Students may work with their advisers to design, with the approval of the chairperson, an individualized concentration. The individualized concentration must include 36 credits from departmental course offerings.

#### Grade Requirement

A grade of "C" or higher in all communication studies course work contributing to the major is required for all students.

#### Required Courses

- | Required Courses   | Credits |
|--|---------|
| COMM 221 Foundations of Communication .....  | 3       |
| COMM 222 Communication Studies Theory.....   | 3       |
| COMM 224 Communication Studies Research .....  | 3       |
| Choose one course (three credits) from the following.....  | 3       |
| COMM 492 Seminar in Corporate Communication  |         |
| COMM 495 Communication Studies Seminar (Writing Intensive in the Major Core Curriculum Requirement-CWRM)   |         |
| COMM 496 Seminar in Media Studies and Communication Technologies (Writing Intensive in the Major Core Curriculum Requirement-CWRM)   |         |
| Choose eight courses (24 credits) from any communications studies (COMM) courses including at least two courses (six credits) from any 300- or 400-level communication studies (COMM) courses..... | 24      |

Note: If COMM 498 Internship on Communication Studies (limited to three credits only) or COMM 499 Directed Study in Communication (limited to one to three credits only) is selected, a combined maximum of six credits only may be applied to the concentration requirement.

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### COMMUNICATION STUDIES MINOR Credits

- |  |    |
|--|----|
| COMM 221 Foundations of Mass Communication .....   | 3  |
| COMM 222 Communication Studies Theory.....   | 3  |
| Plus 12 additional credits selected from communication (COMM) courses, of which six must be at the 300 level or higher ..... | 12 |
| Total minimum credits:   | 18 |

### INTERDISCIPLINARY MINOR IN PUBLIC RELATIONS

This public relations minor is offered as a cooperative effort by the Departments of Communication Studies, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

#### Required Courses

- | Required Courses   | Credits |
|--|---------|
| COMM 226 Introduction to Public Relations .....  | 3       |
| COMM 391 Public Relations Practicum .....  | 3       |
| MGMT 130 Principles of Management.....   | 3       |
| MGMT 200 Marketing Principles .....  | 3       |
| MGMT 424 Advertising .....   | 3       |
| Choose one.....  | 3       |
| COMM 212 Announcing  |         |
| COMM 250 Public Speaking   |         |
| COMM 330 Business and Professional Communication   |         |
| Choose one.....  | 3       |
| ECON 101 Principles of Microeconomics  |         |
| ENGL 202 Business Communication  |         |
| Interested students should contact the department chairperson of the Department of Communication Studies, the Department of Management or the Department of English. |         |
| Total minimum credits:   | 21      |



---

## **DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION**

Students may choose a double major, one in communication studies and another in elementary education, early childhood education or special education for licensure purposes.

---

## **HONORS PROGRAM**

The honors program in communication studies provides highly motivated communication studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in communication studies. Contact the Department of Communication Studies for further information concerning eligibility and application.

---

## **GRADUATE PROGRAMS**

---

### **MASTER OF ARTS IN TEACHING SPEECH COMMUNICATION AND THEATER**

This program is inactive.



## FACULTY

**Chairperson:** Associate Professor Carolyn Petrosino

**Graduate Program Coordinator:** Assistant Professor  
Jo-Ann Della-Giustina

**Associate Professor:** Dion Dennis

**Assistant Professors:** Kyung-shick Choi, Aviva Twersky  
Glasner, Mitchell Librett, Dina Perrone, Richard Wright

**Department Telephone Number:** 508.531.2107

**Location:** Hart Hall, Room 337

**Web site:** [www.bridgew.edu/CriminalJustice](http://www.bridgew.edu/CriminalJustice)

## DEGREE PROGRAMS

- BS in Criminal Justice
- MS in Criminal Justice  
Concentrations: Administration of Justice, Crime and Corrections

## UNDERGRADUATE MINOR

- Criminal Justice

The Department of Criminal Justice offers a major program in criminal justice and a minor in criminal justice.

The department provides a rigorous discipline-specific curriculum aimed at developing well-rounded graduates with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of career options in the field of criminal justice or closely related fields. Career options include positions in the criminal justice system, education, research, private treatment agencies and various state and federal justice agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE

The Bachelor of Science in Criminal Justice provides students with a solid background in criminal justice and criminology, enabling them to develop a broad understanding of crime and the criminal justice system. The department developed the criminal justice program to meet the standards for criminal justice programs designed by the Massachusetts Board of Higher Education (BHE). The same standards are also affirmed by the Academy of Criminal Justice (ACJS). Program standards emphasize the development of skills in critical thinking, communications, conceptualizing ideas and understanding criminal justice data. Students take courses in seven broad areas identified by the BHE as essential for criminal justice programs: 1) Administration of Justice; 2) Crime Theory; 3) Law Enforcement; 4) Criminal Law; 5) Corrections; 6) Ethics; and 7) Research and Analytic Methods.

### Required Courses

### Credits

CRJU 201 Introduction to Criminal Justice.....	3
CRJU 331 Police, Community and Society .....	3
CRJU 335 Criminal Law and the Courts.....	3
CRJU 354 Corrections .....	3
CRJU 406 Ethics and the Criminal Justice System .....	3
CRJU 410 Applied Crime Theory in Criminal Justice .....	3
(Writing Intensive in the Major Core Curriculum Requirement CWRM)	
CRJU 420 Research Methods in Criminal Justice.....	3
CRJU 430 Analyzing Criminal Justice Data .....	3
One course from the following.....	3
CRJU 358 Race, Class, Crime and Justice	
CRJU 388 Hate Crime	
CRJU 404 Media, Justice and Crime	
CRJU 425 Comparative Crime and Deviance	
One course from the following.....	3
CRJU 496 Seminar: Critical Issues in Crime and Justice	
CRJU 497 Research	
CRJU 498 Internship in Criminal Justice	
(only three credits will count toward the major)	

### Elective Requirements

Two courses from the following .....	6
CRJU 213 The Juvenile Justice System	
CRJU/SOCI 227 Deviance and Social Control	
CRJU/SOCI 255 Juvenile Delinquency	
CRJU 323 Comparative Legal Systems in a Global Context	
CRJU 324 Law, Justice and Society	
CRJU 325 Political Theory and the Justice System	
CRJU 332 History of Policing in America	
CRJU 334 White Collar Crime	
CRJU/SOCI 339 Violence, Guns and Society	
CRJU 346 Criminal Procedure	
CRJU 347 Restorative Justice	
CRJU 358 Race, Class, Crime and Justice	
(if not taken above)	
CRJU 359 Technology and Crime Control	
CRJU 371 Sex Crime	
CRJU 381 Privatization in Criminal Justice	
CRJU 385 Victimology	
CRJU 388 Hate Crime (if not taken above) ·	
CRJU 399 Special Topics in Criminal Justice (three credits only)	
CRJU 404 Media, Justice and Crime	
CRJU 406 Ethics and the Criminal Justice System	
CRJU 425 Comparative Crime and Deviance	
(if not taken above)	
CRJU 426 Ethnography and Crime Analysis	
CRJU 485 Honors Thesis	
PSYC 269 Psychology of Criminal Behavior	



## Cognate Courses

One course from the following.....	3
ECON 325 The Economy of Crime	
HEAL 405 Drugs in Society	
PHIL 222 Philosophy of Law	
PHIL 403 Ethics and Action	
POLI 285 Law and the Judicial Process	
ECON 340 Law and Economics	
POLI 341 Constitutional Law and Politics: The Powers of Government	
POLI 342 Constitutional Law and Politics: The First Amendment	
POLI 343 Constitutional Law and Politics: Liberty and Equality	
POLI 344 Constitutional Law and Politics: The Rights of the Accused	
POLI 389 Racial Politics in the United States	
PSYC 269 Psychology of Criminal Behavior (if not taken as a criminal justice elective)	
PSYC 370 Abnormal Psychology	
PSYC 474 Forensic Psychology	
SOCI 228 Criminology	
SOCI 310 Women and Crime	
SOCI 313 Family Violence	

Total minimum credits: 39

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## CRIMINAL JUSTICE MINOR

The criminal justice minor consists of six courses (18 credits).

The objective of the minor program is to provide a substantive area of study in criminal justice for students majoring in complementary disciplines such as sociology, political science, social work, economics, anthropology or psychology. Criminal justice education includes the scientific study of crime and delinquency, law-making, punishment and the reintegration of the offender back into the community. Students in the minor program are required to take basic courses that will provide a theoretical and applied knowledge of the discipline.

### Credits

Required criminal justice core courses.....	6
CRJU 201 Introduction to Criminal Justice	
CRJU 410 Applied Crime Theory in Criminal Justice (Writing Intensive Major Core Curriculum Requirement-CWRM)	
Choose one course from the following.....	3
CRJU 331 Police, Community and Society	
CRJU 335 Criminal Law and the Courts	
CRJU 354 Corrections	

Criminal Justice electives (choose any three courses)..... 9

CRJU 213 The Juvenile Justice System	
CRJU/SOCI 227 Deviance and Social Control	
CRJU/SOCI 255 Juvenile Delinquency	
CRJU 323 Comparative Legal Systems in a Global Context	
CRJU 324 Law, Justice and Society	
CRJU 325 Political Theory and the Justice System	
CRJU 332 History of Policing in America	
CRJU/SOCI 334 White Collar Crime	
CRJU/SOCI 339 Violence, Guns and Society	
CRJU 346 Criminal Procedure	
CRJU 347 Restorative Justice	
CRJU 358 Race, Class, Crime and Justice	
CRJU 359 Technology and Crime Control	
CRJU 381 Privatization in Criminal Justice	
CRJU 385 Victimology	
CRJU 388 Hate Crime	
CRJU 399 Special Topics in Criminal Justice	
CRJU 404 Media, Justice and Society	
CRJU 425 Comparative Crime and Deviance	
CRJU 426 Ethnography and Crime Analysis	
CRJU 485 Honors Thesis	
PSYC 269 Psychology of Criminal Behavior	
SOCI 310 Women and Crime	

Total minimum credits: 18

## HONORS PROGRAM

The honors program in criminal justice provides highly motivated criminal justice majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree. Contact the Department of Criminal Justice for further information concerning eligibility and application.

## OVERSEAS-STUDY OPPORTUNITIES

The Department of Criminal Justice urges its majors and minors to study abroad, both via Bridgewater State College sponsored study tours and as exchange students at universities. The Office of International Programs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.



## GRADUATE PROGRAMS

### BACHELOR OF SCIENCE/MASTER OF SCIENCE - JOINT DEGREE PROGRAM

Bridgewater State College offers a joint degree program. This 151-credit program leads to both a BS and a MS degree in criminal justice.

Qualified criminal justice majors who have competitive GPAs and have earned 90 credits may apply to the joint degree program. Acceptance enables these students to take a combination of undergraduate and graduate courses beginning in their senior year.

Students admitted into the joint degree program must complete all of the requirements for the Bachelor of Science and the Master of Science in criminal justice programs in order to receive both degrees simultaneously.

This program is Quinn Bill-approved.

### MASTER OF SCIENCE IN CRIMINAL JUSTICE

The Master of Science in Criminal Justice provides students with the knowledge and skills necessary to succeed in a variety of professional positions in criminal justice or in closely related fields. Graduates from the program will also attain the academic background and proficiency necessary for admission into and completion of doctoral programs in criminal justice. Students in the program will acquire detailed knowledge of the seven broad areas of criminal justice, learn about the role of information technology in the criminal justice system, become familiar with major data sources and learn to carry out research and data analysis in criminal justice. Students will also develop skills in critical thinking and in oral and written communications. In addition to providing a solid foundation in contemporary criminal justice, the program emphasizes diversity in criminal justice issues. Students may choose from two concentrations. The concentration in administration of justice is offered in cooperation with the Master of Public Administration program. Students may also concentrate in crime and corrections.

#### Admission Requirements

- A minimum undergraduate GPA of 3.0 based upon four years of course work
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

For more information, contact the program coordinator.

The Master of Science in Criminal Justice requires completion a minimum of 34 credit hours, including six required core courses (18 credits). Students take their remaining courses from departmental graduate courses as well as up to two approved graduate courses from outside of the department. The program includes a capstone requirement that may be satisfied with either a master's thesis (six credits) or a combination of a comprehensive examination and a master's project completed in a research seminar in criminal justice (CRJU 542 or CRJU 597). The department will offer one research seminar each year.

Core Courses (required of all students)	Credits
CRJU 500 Foundations of Scholarship .....	1
CRJU 504 Seminar: Crime, Justice and Society .....	3
CRJU 505 Applications in Crime Theory .....	3
CRJU 510 Research Methods in Criminal Justice .....	3
CRJU 511 Analyzing Criminal Justice Data.....	3
CRJU 512 Ethics and Policy in Criminal Justice .....	3

#### Additional Courses..... 15

CRJU 501 Structure and Process of the Criminal Justice System (strongly recommended for students who do not hold a bachelor's degree in criminal justice)	
CRJU 502 Research	
CRJU 503 Directed Study	
SOCI 514 Theories of Deviance	
CRJU 515 Criminal Justice Administration	
CRJU 517 Studies in Crime Prevention: Understanding What Works	
CRJU 518 Hate Crimes and Hate Groups	
CRJU 520 Violence, Crime and Society	
CRJU 521 Domestic Violence	
CRJU 522 Women and Criminal Justice	
CRJU 525 Comparative Crime and Justice	
CRJU 526 Communities, Cities and Crime	
CRJU 527 Policing in a Democratic Society	
CRJU 530 Introduction to Police Culture: An Intensive Review	
CRJU 540 Corrections, Crime and Society	
CRJU 541 Community-based Corrections	
CRJU 542 Research Seminar in Corrections (rotating topics)	
CRJU 546 Class, Race, Gender and Crime	
CRJU 550 Juvenile Justice and Society	
CRJU 551 Law and Society	
CRJU 555 Information Technology for Criminal Justice	
CRJU 557 Advanced Research Methods in Criminal Justice	
CRJU 597 Research Seminar in Criminal Justice (rotating topics)	
CRJU 598 Internship in Criminal Justice	
CRJU 599 Special Topics in Criminal Justice	

#### Capstone Requirement

Either completion of a master's thesis (six credits) or a combination of a comprehensive exam and a master's project completed in a research seminar in criminal justice (CRJU 542 or CRJU 597) is required..... 3



## Other Courses

With the approval of the graduate coordinator, students may take up to two of these courses or other approved graduate courses:

- POLI 501 Introduction to Public Institutions  
and Administration
  - POLI 505 Public Management
  - POLI 511 Program Evaluation and Policy Analysis
- Total minimum credits: 34

## Optional Concentrations

Students must take at least three courses in the concentration:

### *Administration of Justice*

- CRJU 515 Criminal Justice Administration ..... 3
  - POLI 501 Introduction to Public Institutions and  
Administration ..... 3
  - POLI 505 Public Management ..... 3
- Total minimum credits: 43

### *Crime and Corrections*

- CRJU 540 Corrections, Crime and Society ..... 3
  - CRJU 541 Community-based Corrections ..... 3
  - CRJU 542 Research Seminar in Corrections ..... 3
- Total minimum credits: 43



## FACULTY

**Chairperson:** Associate Professor Michael Krol

**Graduate Program Coordinator:** Professor Jeffrey Williams

**Professors:** Richard Enright, Peter Saccocia

**Associate Professor:** Robert Cicerone

**Department Telephone Number:** 508.531.1390

**Location:** Conant Science Building, Room 308A

**Web site:** [www.bridgew.edu/earthsciences/](http://www.bridgew.edu/earthsciences/)

## DEGREE PROGRAMS

- BA in Earth Sciences
- BS in Earth Sciences  
Concentrations: Environmental Geosciences, Geology
- BS in Chemistry/Geology (offered jointly with the Department of Chemical Sciences)
- MAT - Physical Sciences

## UNDERGRADUATE MINORS

- Earth Sciences
  - Geophysics\*
- \* Interdisciplinary Minor

The Department of Earth Sciences offers several undergraduate programs in the earth and environmental sciences. Majors in the BS earth sciences program may elect a concentration in environmental geosciences or geology. The BA or BS earth science programs may also be taken as a double major with education. In addition, a program in chemistry-geology and a preprofessional program in oceanography are available.

The earth sciences faculty have a wide range of expertise within the geosciences and are actively engaged in research. The department includes faculty with extensive background and experience in the realm of fieldwork, laboratory investigations, and theoretical work, including computer modeling. This diversity supports a modern curriculum and provides numerous opportunities for students to extend their education beyond the confines of the traditional classroom.

Departmental faculty collaborate with scientists from other academic institutions to increase the number and variety of research opportunities for students. One member of the faculty is a guest investigator at the Woods Hole Oceanographic Institution. This appointment generates research opportunities for students in marine geochemistry, geology and oceanography and includes sea-going expeditions. Another faculty member collaborates with the Earth Resources Laboratory in the Department of Earth, Atmospheric and Planetary Sciences at the Massachusetts Institute of Technology. The latter collaboration creates student research opportunities in geophysics, which includes projects focused on earthquake generation. The research program of a third faculty member enables additional undergraduate research opportunities in the fields of petrology and tectonics with a focus on the geology of both the Appalachian and Rocky Mountains. The department also supports research within

the realm of sedimentology and paleontology. This includes course-based research projects involving both field investigations and laboratory analysis of sediment transport and deposition, particularly within the coastal environment.

The department has a long history of active engagement within the cutting-edge field of remote sensing and supports these activities with both traditional courses and numerous applied research opportunities. In this regard, the department has been selected as the only one in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. This distinction led to collaborations with the Jet Propulsion Laboratory on remote sensing projects in Mexico, Alabama and Southeastern Massachusetts and the Goddard Space Flight Center on bolide impacts. Similar research projects, performed by both faculty and undergraduate students, are ongoing today.

The department is committed to providing undergraduate students the opportunity to perform research with a faculty mentor. Each year, earth sciences students are involved in research and present their work at professional conferences organized by both regional and national geologic organizations. These opportunities help to propel our students into rewarding careers and excellent graduate programs.

Modern equipment supports the department's curriculum, including laboratory courses and undergraduate research projects. This equipment includes: 1) an X-ray Diffractometer with powder cameras, 2) thin sectioning equipment; 3) new polarizing and stereoscopic microscopes; 4) a research grade Olympus polarizing microscope complete with a digital camera and image analysis software; 5) a proton precession magnetometer; 6) a seismic refraction unit; 7) an AS-1 earthquake seismometer; 8) a Frantz Isodynamic Separator; 9) a 14-foot coastal research vessel; 10) a portable gamma-ray spectrometer; 11) a portable visible-near infrared spectroradiometer 12) a Sunsparc 20 UNIX work station; 13) a SunBlade 150 UNIX workstation; 14) GPS surveying equipment; and 15) groundwater and stream water sampling/monitoring equipment.

Finally, our close relations with the Department of Chemical Sciences have facilitated access to more specialized instrumentation used to investigate geochemical problems. This includes an atomic absorption spectrometer, an ultraviolet-visible spectrophotometer and a gas chromatograph/mass spectrometer.

In addition to course-related laboratory spaces, the department has several smaller specialized laboratories to support research activities. These include a well-equipped remote sensing laboratory, a geochemistry and petrology laboratory, a fine particle sedimentology laboratory, and extensive facilities for the preparation of rock samples for numerous analyses.

Earth sciences faculty are using Bridgewater State College's sophisticated computer facilities for classroom instruction, including demonstrating and displaying Web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department Web site at [www.bridgew.edu/depts/earthsciences/](http://www.bridgew.edu/depts/earthsciences/).



The department boasts an active Earth Sciences and Geography Club that sponsors both local (Museum of Comparative Zoology at Harvard University), regional (New Hampshire's White Mountains), national (Hawaii), and international (Canada, Iceland, Mexico) field trips. Students may also qualify for Sigma Gamma Epsilon, the national earth science honor society.

## UNDERGRADUATE PROGRAMS

### EARTH SCIENCES MAJOR

The major in earth sciences is a solid, broad-based program that provides the student with an understanding and appreciation of the physical aspects of the earth and earth processes. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. Teaching in the elementary, middle and secondary schools is another option. Many of our earth science majors have been awarded full fellowships at leading graduate schools. In addition, the faculty have an extensive program of undergraduate research, and many students have presented the results of their undergraduate research at various national meetings. Some of this research has been funded, and students are encouraged to contact the faculty if interested. Internships are also available for those students desiring to prepare themselves for employment upon graduation. Interested students are encouraged to contact the earth science/geology faculty – Drs. Cicerone, Enright, Krol, and Saccocia – for more information about earth science/geology programs.

### EARTH SCIENCES MAJOR – BACHELOR OF ARTS

	Credits
EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 210 Oceanography.....	3
EASC 215 Solar System Astronomy.....	3
EASC 280 Vertebrate Paleontology.....	3
EASC 320 Geology of New England.....	3
EASC 400 Earth Systems Science I.....	3
EASC 410 Earth Systems Science II.....	3
GEOG 221 Meteorology.....	3

#### Earth Science Elective

One earth science elective course at the 200, 300, or 400 level.....	3
--	---

#### Cognate Courses

MATH 100 Precalculus Mathematics (or equivalent passing score on the mathematics placement test).....	3
CHEM 102 Chemistry in Everyday Life.....	3
or	
CHEM 131 Survey of Chemistry I	
Any one biology or physics course.....	3

#### Grade Requirement

Not more than one grade of "D" in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

Total minimum credits: 41

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### EARTH SCIENCES MAJOR – BACHELOR OF SCIENCE

Credits

#### Earth Science Core Courses

EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 210 Oceanography.....	3
EASC 215 Solar System Astronomy.....	3
EASC 240 Hydrology.....	4
EASC 250 Geomorphology.....	4
EASC 280 Vertebrate Paleontology.....	3
EASC 320 Geology of New England.....	3
EASC 400 Earth Systems Science I.....	3
EASC 410 Earth Systems Science II.....	3
GEOG 221 Meteorology.....	3

#### Additional Earth Science Course

One earth science elective course at the 200, 300, or 400 level.....	3
--	---

#### Cognate Courses

CHEM 141-142 Chemical Principles I and II.....	8
PHYS 181-182 Elements of Physics I and II.....	8
or	
PHYS 243-244 General Physics I and II	
MATH 141-142 Elements of Calculus I and II.....	6
or	
MATH 151-152 Calculus I and II	

#### Grade Requirement

Not more than one grade of "D" for a course in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

Total minimum credits: 62

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



ENVIRONMENTAL GEOSCIENCES  
CONCENTRATION

This concentration is designed to provide students with a fundamental understanding of earth processes as well as the specific tools they will employ as environmental geoscience professionals. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. The selection of appropriate elective courses within the major as well as in the cognate disciplines of biology and chemistry will prepare the student for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas.

	Credits
EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 240 Hydrology.....	4
EASC 250 Geomorphology.....	4
EASC 260 Mineralogy.....	4
EASC 350 Structural Geology.....	4
EASC 370 Sedimentology and Stratigraphy.....	4
EASC 496 Seminar in Geology.....	1
Plus a minimum of four other earth science courses selected with the <b>written concurrence of the adviser.</b>	
Other courses may be added or approved as substitutes <b>with approval of the adviser.</b> .....	12
Minimum cognate requirements include:	
MATH 141-142 Elements of Calculus I–II.....	6
or	
MATH 151-152 Calculus I–II.....	
CHEM 131-132 Survey of Chemistry I–II.....	7
or	
CHEM 141-142 Chemical Principles I–II.....	
PHYS 181-182 Elements of Physics I–II.....	8
or	
PHYS 243-244 General Physics I–II.....	
or	
Two approved biology courses.....	6
Students are also encouraged to take the following courses:	
BIOL 117 The Biological Environment	
BIOL 225 Ecology	
BIOL 327 Wetlands Biology	
CHEM 343-344 Organic Chemistry I–II	
ENGL 201 Technical Writing I	
Total minimum credits:	62

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

GEOLOGY CONCENTRATION

The most comprehensive of all of the earth science programs within the commonwealth, this concentration provides students with an understanding of the physical and chemical aspects of the earth and its internal as well as surface processes. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. With the selection of appropriate electives, students will be prepared for government service, for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas, and for careers in such fields as environmental geology, mining or petroleum geology and hydrology. This concentration gives students a solid background in geology and the cognate sciences required to successfully pursue graduate work at leading universities.

EARTH SCIENCE MAJOR WITH GEOLOGY  
CONCENTRATION – BACHELOR OF SCIENCE

Earth Sciences Core Courses	Credits
EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 250 Geomorphology.....	4
EASC 260 Mineralogy.....	4
EASC 350 Structural Geology.....	4
EASC 360 Petrology.....	4
EASC 370 Sedimentology and Stratigraphy.....	4
EASC 470 Paleontology.....	4
Additional Earth Science Courses	
EASC 240 Hydrology.....	4
EASC 450 Geochemistry.....	4
or	
EASC 460 Geophysics	
EASC 490 Field Methods in Geology.....	4
Earth Science Elective	
(any other earth science course at or above EASC 450).....	3
Cognate Courses	
CHEM 141-142 Chemical Principles I and II.....	8
PHYS 181-182 Elements of Physics I and II.....	8
or	
PHYS 243-244 General Physics I and II.....	
MATH 141-142 Elements of Calculus I and II.....	6
or	
MATH 151-152 Calculus I and II.....	
Grade Requirement	
Not more than one "D" for an Earth Science (EASC) course shall be accepted to fulfill the requirements for this program.	
Total minimum credits:	69



## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## CHEMISTRY-GEOLOGY MAJOR

A major in chemistry-geology is offered jointly with the Department of Chemical Sciences. See the catalog section "Interdisciplinary and Preprofessional Programs" for details.

## EARTH SCIENCES MINOR

Credits

EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
Four additional earth sciences courses (departmental approval required) .....	12
Total minimum credits:	20

## GEOPHYSICS MINOR

A minor in geophysics is jointly offered with the Department of Physics. For further information, contact the department chairpersons.

## MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or PreK-12 specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in earth sciences and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Earth Sciences and the appropriate education department for further information.

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING EARTH SCIENCES

This program is inactive.

### GENERAL SCIENCE

This program is inactive.

### PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.



## FACULTY

**Chairperson:** Associate Professor John Kucich

**Graduate Program Coordinator:**  
Assistant Professor Kathleen Vejvoda

**Professors:** Charles Angell, Thomas Curley, Evelyn Pezzulich,  
Lois Poule, Jadwiga Smith, Judith Stanton

**Associate Professors:** Michael Boyd, Anne Doyle,  
Michael Hurley, Julia Stakhnevich

**Assistant Professors:** Stuart Allen, Joyce Anderson,  
Matthew Bell, Benjamin Carson, Gregory Chaplin,  
James Crowley, Michelle Cox, Kimberly Davis,  
Kathryn Evans, Michael McClintock, John Mulrooney,  
John Sexton, Jerald Walker

**Department Telephone Number:** 508.531.1258

**Location:** Tillinghast Hall, Room 339

**Web site:** [www.bridgew.edu/English](http://www.bridgew.edu/English)

## DEGREE PROGRAMS

- BA in English  
Concentrations: English Education (High School, Middle School), Writing
- MA in English  
Concentration: Creative Writing
- MAT - English

## UNDERGRADUATE MINOR

- English

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The program of study for English majors aims to enhance their appreciation and knowledge of literature and the writing process. Through exposure to significant literary works and to the tools for understanding and analyzing what they read and write, students will develop an understanding of the history and background of English-language literatures, including texts in translation central to the discipline. Course work in the major includes offerings in culturally diverse English-language literatures with a foundation in British and American traditions, embracing the writing process and critical analysis. This background prepares English majors to enter diverse careers or to pursue graduate study. Bridgewater State College English majors have achieved success in a wide variety of occupations including teaching, banking, law, medicine, publishing, government service, public relations, technical writing, creative writing, advertising and business administration.

Within the English major, students may also pursue a writing concentration or combine their program with licensure in elementary, middle school or secondary education.

The department offers an honors program for students who wish to pursue independent study culminating in a thesis.

The department participates in interdisciplinary minors such as American Studies, Canadian Studies, Irish-American Studies, Women's Studies and Ethnic Studies.

## ENGLISH MAJOR

### Grade Requirement

Majors must achieve a grade of "C" or above in ENGL 101 Writing I and ENGL 102 Writing II. Credit earned for ENGL 101 and ENGL 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below "C-" to satisfy requirements in the English major. An additional grade below "C-" will require the major to take another English course.

The major must earn 36 credits in English, which must include three semester hours in each of the following:

	Credits
ENGL 203 Writing About Literature (must be taken early in the major).....	3
ENGL 211 Literary Classics of Western Civilization to 1600.....	3
or	
ENGL 221 Major British Writers to 1800 (also satisfies requirement for English literature before 1800. Credits are only applied once.)	
English literature before 1800 (choose one course).....	3
ENGL 320 Chaucer	
ENGL 321 The Age of Pope 1660-1740	
ENGL 322 The Age of Johnson 1740-1800	
ENGL 335 Elizabethan and Jacobean Drama	
ENGL 340 Literature of the English Renaissance	
ENGL 341 Literature of the Continental Renaissance	
ENGL 342 Shakespeare: Histories and Comedies	
ENGL 343 Shakespeare: Tragedies and Late Plays	
ENGL 360 The English Novel I	
ENGL 370 Seventeenth-Century Literature	
ENGL 380 Milton	
English literature after 1800 (choose one course).....	3
ENGL 312 Modern British Fiction	
ENGL 350 Recent British Fiction	
ENGL 354 Twentieth-Century British Drama	
ENGL 361 The English Novel II	
ENGL 365 Victorian Prose and Poetry	
ENGL 367 English Literature of the Late Victorian and Edwardian Periods	
ENGL 377 Post-Colonial Literature and Theory	
ENGL 381 Irish Literature I	
ENGL 382 Irish Literature II	
ENGL 386 English Romantic Poets	
ENGL 393 Modern British Poetry	
American literature (choose one course).....	3
ENGL 309 Early American Literature, Beginnings to 1820	
ENGL 315 Ethnic American Literature	
ENGL 317 African-American Literature I	
ENGL 318 African-American Literature II	
ENGL 329 Modern American Fiction	
ENGL 330 Recent American Fiction	



ENGL 331 U.S. Literature in the Nineteenth Century I	
ENGL 332 U.S. Literature in the Nineteenth Century II	
ENGL 333 Realism and Naturalism	
ENGL 346 Southern Literature	
ENGL 356 Modern American Drama	
ENGL 357 Recent American Drama	
ENGL 394 Modern American Poetry	
ENGL 395 Studies in Recent American Poetry	
A seminar (generally taken during the senior year)	
Choose one seminar .....	3
Note: Each of these courses also fulfill the Writing Intensive in the Major Core Curriculum Requirement-CWRM	
ENGL 494 Seminar: Special Topics	
ENGL 495 Seminar: British Literature and Culture	
ENGL 496 Seminar: American Literature and Culture	
ENGL 497 Seminar: World Literatures and Cultures	
18 additional credits in English electives .....	18
Topical courses may fulfill some of the above requirements. Topics are designated in the <i>Course Schedule</i> .	
No more than six hours of 200 level literature courses can be credited toward the major. The six-hour limit in literature does not apply to 200-level writing courses or 200-level film courses in the Department of English.	
Credit for ENGL 498 Internship in English may not be applied to the requirements of the major.	
Total minimum credits: 36	

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

WRITING CONCENTRATION

The writing concentration is designed to offer a student supervised writing throughout the college career. Students may select courses which emphasize applied writing (technical and business writing), creative writing or the teaching of writing.

As part of the 36 credits required for the major, students take 12 credits in the writing concentration.

Requirements	Credits
Nine additional credit hours in English electives chosen from the following.....	9
ENGL 200 Personal and Public Writing	
ENGL 201 Technical Writing I	
ENGL 202 Business Communication	
ENGL 204 Responding to Writing	
ENGL 227 Creative Nonfiction Writing Workshop	
ENGL 228 FictionWriting Workshop	
ENGL 229 PoetryWriting Workshop	
ENGL 230 Creative Writing	
ENGL 280 The Journalistic Essay	

ENGL 301 Writing and the Teaching of Writing	
ENGL 302 Technical Writing II	
ENGL 371 Advanced Creative Nonfiction Writing Workshop	
ENGL 389 Topics in Writing	
ENGL 390 Theories in Writing	
ENGL 392 Advanced Poetry Writing Workshop	
ENGL 396 Rhetoric and Style	
ENGL 489 Advanced Portfolio Workshop.....	3
Topical courses may fulfill some of the above requirements. Topics are designated in the <i>Course Schedule</i> .	
No more than six hours of 200-level literature courses can be credited toward the major. The six-hour limit in literature does not apply to 200-level writing courses or 200-level film courses in the Department of English.	
Credit for ENGL 498 Internship in English may not be applied to the requirements of the major.	
Total minimum credits: 36	

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

ENGLISH EDUCATION CONCENTRATION - HIGH SCHOOL/MIDDLE SCHOOL

Students may minor in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of this program will lead to Massachusetts Initial Teacher Licensure. Students must complete either the English education concentration for high school or middle school. Students should also refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and minor requirements.

Required Courses	Credits
ENGL 203 Writing about Literature.....	3
Choose one course from the following courses .....	3
ENGL 211 Literary Classics of Western Civilization to 1600	
ENGL 221 Major British Writers to 1800 (also satisfies area requirement for English Literature before 1800. Credits only applied once.)	
Choose one course from the following courses .....	3
ENGL 253 Non-Western Literature	
ENGL 315 Ethnic American Literature	
ENGL 317 African American Literature I	
ENGL 318 African American Literature II	
Choose one course from the following courses .....	3
ENGL 327 Women Writers: The Female Tradition to 1900	
ENGL 328 Women Writers: The Female Tradition since 1900	
Choose one course from the following courses .....	3
ENGL 320 Chaucer	
ENGL 321 The Age of Pope: 1660-1740	
ENGL 322 The Age of Johnson: 1740-1800	
ENGL 335 Elizabethan and Jacobean Drama	
ENGL 340 Literature of the English Renaissance	



- ENGL 341 Literature of the Continental Renaissance
- ENGL 342 Shakespeare: Histories and Comedies
- ENGL 343 Shakespeare: Tragedies and Late Plays
- ENGL 360 The English Novel I
- ENGL 370 Seventeenth-Century Literature
- ENGL 380 Milton

Choose one course from the following courses ..... 3

- ENGL 312 Modern British Fiction
- ENGL 350 Recent British Fiction
- ENGL 354 Twentieth-Century British Drama
- ENGL 361 The English Novel II
- ENGL 365 Victorian Prose and Poetry
- ENGL 367 English Literature of the Late Victorian and Edwardian Periods
- ENGL 381 Irish Literature I
- ENGL 382 Irish Literature II
- ENGL 386 English Romantic Poets
- ENGL 393 Modern British Poetry

Choose one course from the following courses ..... 3

- ENGL 261 Film Study: Introduction to the Art
- ENGL 262 Film Study: Literature and Film

Choose one course from the following courses ..... 3

- ENGL 305 History of the English Language
- ENGL 323 Introduction to Linguistics

Choose one course from the following courses ..... 3

- ENGL 309 Early American Literature, Beginnings to 1820
- ENGL 331 U.S. Literature in the Nineteenth Century I
- ENGL 332 U.S. Literature in the Nineteenth Century II
- ENGL 333 Realism and Naturalism

Choose one course from the following courses ..... 3

- ENGL 329 Modern American Fiction
- ENGL 330 Recent American Fiction
- ENGL 346 Southern Literature
- ENGL 356 Modern American Drama
- ENGL 394 Modern American Poetry
- ENGL 395 Studies in Recent American Poetry

ENGL 301 Writing and the Teaching of Writing ..... 3

Choose one seminar from below..... 3

Note: Each of these courses also fulfills the Writing Intensive in the Major Core Curriculum Requirement -CWRM.

- ENGL 494 Seminar: Special Topics
- ENGL 495 Seminar: British Literature and Culture
- ENGL 496 Seminar: American Literature and Culture
- ENGL 497 Seminar: World Literatures and Cultures

Additional required course ..... 3

- LIBR 420 Young Adult Literature

Total minimum credits: 39

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in English and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

## ENGLISH MINOR

Traditionally considered the province of liberal arts majors, the English minor also offers a suitable option for students majoring in such specialized technical and professional fields as computer science, social sciences, behavioral sciences and management science. Eighteen credits in English are required with at least nine credits in courses at the 300 level or above. The remaining nine credits may be taken in courses at the 200 level or above. Credit earned for ENGL 101 Writing I and ENGL 102 Writing II may not be applied toward the minor.

Total minimum credits: 18

## HONORS PROGRAM

The honors program in English provides highly motivated English majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in English. Contact the Department of English for further information concerning eligibility and application.

## GRADUATE PROGRAMS

### MASTER OF ARTS

The Master of Arts degree in English (MA) is designed for students pursuing advanced studies in English. Candidates in this degree program come from varied academic backgrounds. Some simply want to extend their undergraduate background and complete an MA in English, while others are destined for a PhD and a college teaching career. A number of our MA students are already certified teachers in private or public schools and want an advanced degree in English for professional reasons. Finally, a small number simply want to acquire the MA as an end in and of itself.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate degree GPA based upon work completed in the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- An undergraduate major in English, with at least 24 credits in the discipline, is generally required for admission to this program. Students with deficient academic backgrounds are



sometimes accepted into the program with the stipulation that these deficiencies be made up before work actually credited to the degree program begins

- Official transcripts of all undergraduate and graduate course work

### Degree Requirements

Thirty-three credits at the 500 level distributed as follows:

	Credits
ENGL 500 Introduction to Graduate Study in English (To be taken early in the student's program).....	3
Three courses in literary periods, figures or genres .....	9
One course in ethnic or culturally diverse literature.....	3
One course in literary theory.....	3
One course in writing .....	3
Two elective courses in literature and/or writing .....	6
The remaining course requirements (six credits) can be satisfied by completing one of the following two research options:	

### Thesis Option

Students who choose this option will research and write a thesis, a work of independent scholarship, which demonstrates their ability to apply the knowledge and scholarly tools acquired during their degree work. Students who want to pursue doctoral work in English are strongly encouraged to choose the thesis option. Those who choose to write a thesis should consult the graduate coordinator and adviser to select a thesis director and committee, then write a thesis proposal, and register for ENGL 502 Research (six credits). The thesis must be fully accepted by the thesis director and thesis committee.

### Non-Thesis Option

Students who choose not to write a thesis must complete the non-thesis option by fulfilling both of the following requirements:

- Students must enroll in two additional three-credit 500-level elective courses in literature and/or writing (total 6 credits).
- Students are also required to submit two long seminar papers for evaluation by the Graduate Committee. For this purpose students should select their two best seminar papers written during their graduate program of study. These papers should be clean, i.e., without the professors' comments and grades. Subject to the acceptance by the Graduate Committee, the seminar papers will be placed in the student's folder in the department.

Total minimum credits: 33

### Additional Degree Requirements

A Foreign Language Reading Proficiency Test (An intermediate-level reading/translation test in a foreign language of the student's choice; the student may use a foreign language dictionary during the test.)

A Comprehensive Examination (taken after course work is completed)

## MASTER OF ARTS

### Creative Writing Concentration

This program is designed to provide students with the intense study of the art and craft of creative writing. Students who intend to pursue the MFA in English, a career in editing or journalism, or wish to explore their potential as a professional writer will find this option particularly beneficial.

### Admission Requirements

In addition to the admission requirements for the Master of Arts in English, students who wish to pursue the creative writing concentration must also submit a creative writing sample. Poets should submit 10 to 12 poems. Prose writers should submit between 20 and 40 pages of fiction or creative fiction.

Students not admitted specifically for the creative writing concentration but who wish to change to this concentration must obtain approval from the creative writing faculty who would serve as his or her thesis director.

### Degree Requirements

Thirty-three credits at the 500 level distributed as follows:

	Credits
ENGL 500 Introduction to Graduate Study in English (To be taken early in the student's program).....	3
Three courses in literary periods, figures or genres .....	9
One course in ethnic or culturally diverse literature .....	3
One course in literary theory.....	3
Two courses in creative writing.....	6
One elective course in literature or writing or three internship credits.....	3
A foreign language reading proficiency test	
The remaining course requirements (six credits) must be satisfied by completing a creative thesis (ENGL 502) .....	
Total minimum credits: 33	

## MASTER OF ARTS IN TEACHING ENGLISH

### Program for teachers who have, or are seeking, professional licensure

The Master of Arts in Teaching degree in English (MAT) was developed for high school and middle school English teachers. Specifically, the MAT is designed for secondary school teachers who have initial licensure and are seeking professional licensure in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. Also, this degree program will appeal to high school and middle school English teachers who already have standard certification or a professional license and simply want to acquire additional knowledge and a graduate degree in the discipline. Graduate students in the MAT will complete courses in both English and education. Advising will be done by full-time members of the graduate faculty in the Department of English.



**Admission Requirements**

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

**Degree Requirements**

Thirty-four credits at the 500 level distributed as follows:

	Credits
Eighteen credits in English	
ENGL 500 Introduction to Graduate Study in English .....	3
Two courses in literary periods, figures or genres .....	6
One course in writing .....	3
One course in ethnic and culturally diverse literature .....	3
One elective course in literature or writing .....	3
Fifteen credits in secondary education	
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy .....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) .....	3
	Total minimum credits: 33
A comprehensive examination administered by the Department of English	



## FACULTY

**Chairperson:** Associate Professor Fernanda Ferreira

**Professors:** Leora Lev, Margaret Snook

**Associate Professors:** Duilio Ayalamacedo,  
Atandra Mukhopadhyay

**Instructor:** Minae Savas

**Department Telephone Number:** 508.531.1279

**Location:** Tillinghast Hall, Room 317

**Web site:**

[www.bridgew.edu/catalog/foreignlanguage](http://www.bridgew.edu/catalog/foreignlanguage)

## DEGREE PROGRAM

BA in Spanish

## UNDERGRADUATE MINORS

Portuguese

Spanish

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of Foreign Languages offers students an opportunity to gain practical working knowledge of one or more of 10 foreign languages. Students may choose any of these 10 languages offered by the department unless otherwise advised by the requirements of their academic major. Students who are continuing the study of foreign languages at Bridgewater State College should do so at the earliest opportunity.

The department offers an undergraduate major and minor in Spanish, as well as a minor in Portuguese.

To maintain good standing, only grades of "C-" or better are allowed in each major course and in LANG 324 and EDHM 424. Thirty-six semester hours are required for a Spanish major.

For all prerequisites, equivalent course credit or preparation will be considered.

The Department of Foreign Languages participates in the multidisciplinary minor in Canadian Studies, the Latin American and Caribbean Studies minor, the Women's and Gender Studies minor and the Asian Studies minor. For specific information on these programs, consult the catalog section "Interdisciplinary and Preprofessional Programs."

### SPANISH MAJOR

Required Courses	Credits
LASP 200 Intermediate Spanish II .....	3

Elective Courses	
Eleven courses (33 credits) must be chosen from the following .....	33
LASP 252 Reading in Spanish	
LASP 271 Patterns of the Spanish Language	

LASP 281 Spanish Conversation
LASP 290 Spanish Phonetics and Dialectology
LASP 300 Spanish Composition
LASP 301 The Golden Age of Spanish Literature
LASP 310 Contemporary Latin American Short Story
LASP 320 Latin American Poetry
LASP 350 Gender, Sexuality and Politics in Hispanic Cinema
LASP 351 Cervantes
LASP 381 The Middle Ages
LASP 391 Spanish Civilization
LASP 392 Spanish-American Civilization
LASP 400 Survey of Spanish Literature
LASP 401 Topics in Spanish Literature
LASP 402 Survey of Spanish-American Literature
LASP 403 Topics in Spanish-American Literature
LASP 404 Nineteenth Century Spanish Literature
LASP 410 Latin American Novel: Early Twentieth Century
LASP 420 The Contemporary Latin American Novel
LASP 451 Twentieth Century Spanish Literature
LASP 490 Seminar in Hispanic Literature
LASP 495 Seminar in Spanish-American Literature
A maximum of three credits in LANG 498 Internship in Foreign Languages may be substituted for one course above with departmental approval.

Students interested in enrolling in LANG 499 Directed Study in Foreign Language should apply and receive approval by their adviser and the department chairperson prior to the semester in which they intend to register. Directed study is limited to a maximum of six credits.

The following courses are not applicable towards the Spanish major:

LASP 210 Latin American Poetry in Translation
LASP 220 The Contemporary Latin American Novel in English Translation
LASP 230 Contemporary Latin American Short Story in Translation

Courses with a LANG subject code (with the exception of LANG 498 and LASP 499 with approval)

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

SACHEM consortium courses and study abroad are available for transfer purposes. See the "Undergraduate Academic Experience" of this catalog for further information.

The Spanish major sequence is not available in the evening hours.



## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in Spanish and elementary education, early childhood education or special education for licensure purposes. Advising on appropriate course sequences is available.

## PORTUGUESE MINOR

Students can take the following two courses, or place directly into LAPO 102 based on the Portuguese Placement Exam.

Basic Language Courses	Credits
LAPO 101 Elementary Portuguese I .....	3
LAPO 102 Elementary Portuguese II .....	3

### Core Courses

LAPO 151 Intermediate Portuguese I .....	3
LAPO 152 Intermediate Portuguese II .....	3
LAPO 252 Reading in Portuguese .....	3
LAPO 271 Review of Portuguese Grammar .....	3

### Additional required course

Students must choose one of the following courses:

LAPO 272 Portuguese Composition .....	3
or	
LAPO 281 Portuguese Conversation .....	

Total minimum credits: 18

## SPANISH MINOR

Spanish minors are required to take 18 semester hours in the foreign language, which may include the 101-102 level. The choice of subsequent courses may be determined in consultation with the department head.

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish minor. Spanish courses taught in English include:

LASP 350 Gender, Sexuality, and Politics in Hispanic Cinema

The following courses are not applicable toward the Spanish minor:

LASP 210 Latin American Poetry in Translation

LASP 220 The Contemporary Latin American Novel in English Translation

LASP 230 Contemporary Latin American Short Story in Translation

LANG 300 Languages of the World

Courses with a LANG subject code (with the exception of LANG 498)

Total minimum credits: 18

## MINOR IN SECONDARY EDUCATION

The minor in secondary education for licensure as a Teacher of Foreign Language (Spanish) 5-12 is inactive.

## FOREIGN LANGUAGE REQUIREMENT

Students who would like to continue the study of foreign languages at Bridgewater State College should do so at the earliest opportunity.

With the exception of advanced-placement foreign language courses and foreign language College-Level Examination Program (CLEP) exams, credit may not be granted to students exempt from one to two semesters because of study of three or more secondary levels of the same foreign language or because of a placement score. Students whose total credit hours fall below the minimum 120 required for graduation due to a foreign language exemption would need to take additional free elective course work to meet this graduation requirement.

## FOREIGN LANGUAGE PLACEMENT POLICY

### Foreign Language Courses

Students who would like to continue the study of foreign languages at Bridgewater State College should do so at the earliest opportunity. Foreign language courses count for the Global Culture and Humanities requirements of the core curriculum.

With the exception of advanced placement, foreign language courses, and foreign language College-Level Examination Program (CLEP) exams, credit may not be granted to students exempt from one to two semesters because of study of three or more secondary levels of the same foreign language or because of placement score.

### Foreign Language Placement Policy

#### If you have completed four levels of foreign language in high school

- you must take the Foreign Language Placement Exam for higher placement in the same language or see the department chairperson of the Department of Foreign Languages if you wish to continue in the same language for which a placement test is not offered.
- you may begin a new foreign language at the 101 level.

#### If you have completed three levels of foreign language in high school

- you must take the Foreign Language Placement Exam for higher placement only. You may begin a new foreign language at the 101 level.

#### If it has been two or more years since you completed three levels of foreign language in high school

- you must take the Foreign Language Placement Exam and you may take \_\_\_\_101 for credit if the exam places you in \_\_\_\_101.
- you may begin a new foreign language at the 101 level.

#### If you are a transfer student from another college or university and

- you took a foreign language at your previous institution, your transfer credits will be assessed upon admission to Bridgewater State College.



- you did not take a foreign language at your previous institution; your remaining foreign language requirement (should there be one) will be determined by the result of the Foreign Language Placement Exam.

**If your situation does not fit one of the categories above**

- contact the Department of Foreign Languages, Tillinghast Hall, Room 340, 508.531.1379, for additional assistance.

Students who were exempt from foreign language study in high school or at previous colleges must go through a formal process to request a substitution of the foreign language requirement in certain majors at Bridgewater State College. Students with appropriate documentation should meet with the learning disabilities specialist or the disability resources coordinator as early as possible to receive information on the process requirements.

Students who were exempt from foreign language study in high school or at previous colleges must go through a formal process to request a substitution of the foreign language requirement in certain majors at Bridgewater State College. Students with appropriate documentation should meet with the learning disabilities specialist or the disability resources coordinator as early as possible to receive information on the process requirements.

## HONORS PROGRAM

The honors program in Spanish provides highly motivated Spanish majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in Spanish. Contact the Department of Foreign Languages for further information concerning eligibility and application.

## OVERSEAS-STUDY OPPORTUNITIES

The Department of Foreign Languages urges its majors and minors to study abroad and can offer information on available study plans. The International and Exchange Programs Office and the Office of Student Affairs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING

This program is inactive.

Students interested in obtaining Massachusetts initial licensure should refer in this catalog to the program entitled "Accelerated Postbaccalaureate Program (APB): Initial Licensure for High School (Subject Areas: 8-12), Middle Level (Subject Areas: 5-8) and PreK-12 Specialists under "Secondary Education and Professional Programs."



## FACULTY

**Chairperson:** Professor Sandra Clark

**Graduate Program Coordinator:** Professor Jeffery Williams

**Professor:** Vernon Domingo

**Associate Professors:** James Hayes-Bohanan,  
Robert Hellström, Madhusudana Rao

**Assistant Professors:** Robert Amey, Darcy Boellstorff

**Department Telephone Number:** 508.531.1390

**Location:** Conant Science Building, Room 310

**Web site:** [www.bridgew.edu/geography](http://www.bridgew.edu/geography)

## DEGREE PROGRAMS

- BA in Geography
- BS in Geography
- MAT - Physical Sciences

## UNDERGRADUATE MINOR

- Geography

The Department of Geography offers an undergraduate major in geography. Majors in geography may elect a concentration in environmental geography, geotechnology or regional and economic planning or double major with education. In addition, programs in chemistry-geology, oceanography and urban affairs and planning are available. The department is also active in the Asian studies minor, the Canadian studies minor, the Russian and East European studies minor, the urban affairs minor, and the women's studies minor, as well as the Graduate Certificate in Planning. See the "Interdisciplinary and Preprofessional Programs" section of this catalog.

The department works actively with state and regional agencies on socioeconomic and environmental problems. Past faculty research projects include coastal storm impacts, regional economic developments, transportation planning, the impact of PCBs in New Bedford Harbor and the search for water supplies for the next century.

The department has been involved with assisting local organizations through faculty research and student internships. Examples of such involvement are with local banks, planning agencies, retailers, Boston's "Big Dig," the Massachusetts Bay Transit Authority (MBTA), the Massachusetts Forest Fire Bureau, the Natural Resources Trust of Bridgewater and the Ocean Spray Cranberry Cooperative.

Additionally, this department has been selected as the only department in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. Members of the faculty collaborate with the Jet Propulsion Laboratory (on multi-spectral and hyperspectral remote sensing in Mexico, Alabama, and Southeastern Massachusetts), the Goddard Space Flight Center (on bolide impact), the U.S. Department of Transportation (on a national study of bus systems), Woods Hole Oceanographic

Institution (on research problems in marine geochemistry and geology), the Massachusetts Department of Education (on state-wide curriculum reform) and the U.S. Army Corps of Engineers (on wetlands). Faculty are also involved in watershed studies in cooperation with biology department faculty at the Raytheon Watershed Access Laboratory. In addition, a member of the faculty has an appointment as guest investigator at the Woods Hole Oceanographic Institution on Cape Cod and has research opportunities for students in marine geochemistry and geology. Two other professors are actively engaged in statewide curriculum reform. The geography faculty maintains the Southeastern Massachusetts Global Education Center's Resource Center.

A program leading to the degree of Master of Arts in Teaching (MAT) with a concentration in earth sciences is offered by the department. A MAT in Social Sciences with an emphasis on geography is available in cooperation with the history department.

Modern equipment enables the department to offer investigation oriented laboratory experience. This equipment includes: an X-ray Diffractometer with powder cameras; thin section equipment; polarizing and stereoscopic microscopes; atomic absorption spectro-photometer; a proton procession magnetometer; earth resistivity unit; Frantz Isodynamic Separator; 14-foot coastal research vessel; a portable gamma-ray spectrometer; Sunsparc 20 UNIX work station; Hewlett Packard capillary gas chromatograph; GPS surveying equipment; a portable visible-near infrared, spectroradiometer; and groundwater sampling equipment.

In addition, the department has a well-equipped remote sensing laboratory, and a cartographic laboratory with a large format digitizer planimeter; a climatological station with solar radiation recording instrumentation; a solar greenhouse classroom at the Burnell Campus School; an astronomy observatory; a wet geochemistry laboratory; and a wet, as well as dry, sedimentology laboratory. Finally, this department has access to a scanning electron microscope through the Southeastern Massachusetts Consortium.

Earth sciences and geography faculty are using Bridgewater State College's sophisticated computer facilities for classroom instruction, including demonstrating and displaying Web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department Web site at [www.bridgew.edu/depts/geography](http://www.bridgew.edu/depts/geography).

The department boasts an active Earth Sciences and Geography Club that sponsors both local (Harvard Mineral Museum), regional (New Hampshire's White Mountains), national (Hawaii), and international (Iceland, Mexico) field trips. Students may also qualify for Gamma Theta Upsilon the international geography honor society.



## UNDERGRADUATE PROGRAM

### GEOGRAPHY MAJOR (BA OR BS)

A major or minor in geography can provide a student with a way to examine the world with objectivity. Students can be trained to analyze the water-use and land-use opportunities in their communities, to understand the interrelated systems that keep the land and sea resources in balance, and to appreciate the varied ways in which people all over the world use those resources. Bridgewater State College graduates have found employment as planners, environmental analysts, teachers, market researchers, cartographers and administrators. Many of our geography majors have gone on to earn advanced degrees from leading graduate schools.

Students are invited to meet with any of the geography faculty – Professors Clark, Domingo, Hayes–Bohanan, Hellström, Rao, or Aten—to discuss the program.

All geography majors must complete the following courses:

	Credits
GEOG 121 Physical Geography .....	3
GEOG 151 Human Geography .....	3
GEOG 213 Geographic Information Systems (GIS) I .....	3
GEOG 290 Introduction to Geographic Analysis.....	3
GEOG 370-389 Any regional geography course .....	3
GEOG 490 Seminar in Geography.....	3
MATH 110 Elementary Statistics I .....	3
Geography majors are required to complete the following additional courses according to the degree being sought:	

#### BS in Geography

GEOG 315 Quantitative Geography .....	3
GEOG 413 Geographic Information Systems (GIS) II .....	3
Students seeking a BS in Geography are strongly encouraged to complete:	
GEOG 498 Internship in Geography or Planning	

#### BA in Geography

GEOG 340 Geography Materials and Methods.....	3
GEOG 441 Geographic Frameworks .....	3

#### Program Electives

All geography majors must complete any four additional courses chosen, in consultation with their advisers, from the following list .....		12
GEOG 221 Meteorology		
GEOG 222 Climatology		
GEOG 314 Satellite Image Processing Applications to the Environment		
GEOG 315 Quantitative Geography		
GEOG 317 Air Photo Interpretation-Remote Sensing		
GEOG 321 Meteorology II		

GEOG 322 Biogeography
GEOG 323 Water Resources
GEOG 324 Earth Surface Processes
GEOG 331 Geography of Environmental Problems
GEOG 332 Management and Preservation of the Natural Environment
GEOG 333 Geography of Environmental Justice
GEOG 340 Geography Materials and Methods
GEOG 350 Economic Geography
GEOG 353 Urban Geography
GEOG 354 Field Methods in Urban Geography
GEOG 355 Political Geography
GEOG 363 Locational Analysis
GEOG 365 Geography of Transportation
GEOG 374 Geography of the Middle East
GEOG 375 Geography of South Asia
GEOG 376 Geography of East Asia
GEOG 380 Geography of Russia/C.I.S.
GEOG 381 Geography of Latin America
GEOG 382 Geography of Europe
GEOG 383 Geography of the United States
GEOG 386 Geography of Canada
GEOG 388 Geography of Africa
GEOG 400 Special Topics in Geography
GEOG 413 Geographic Information Systems (GIS) II
GEOG 422 Online Weather Studies
GEOG 431 Environmental Regulations
GEOG 441 Geographic Frameworks
GEOG 462 Principles of Urban Planning
GEOG 463 Applications in Urban Planning
GEOG 497 Undergraduate Research in Geography
GEOG 498 Internship in Geography or Planning
GEOG 499 Directed Study in Geography

Total minimum credits – BA in Geography: 39  
Total minimum credits – BS in Geography: 39

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in geography and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Geography and the appropriate education department for further information.



<b>GEOGRAPHY MINOR</b>	<b>Credits</b>
GEOG 121 Physical Geography.....	3
GEOG 151 Human Geography .....	3
Four additional geography courses (departmental approval required). Two courses must be at the 200 level or higher and must be from at least two of the following areas.....	12
• a regional course	
• a topical course	
• a techniques course	
Total minimum credits:	18

## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING EARTH SCIENCES

This program is inactive.

### GENERAL SCIENCE

This program is inactive.

### PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.



## FACULTY

**Chairperson:** Professor Leonid Heretz

**Graduate Program Coordinator:** Associate Professor  
Keith Lewinstein

**Professors:** David Culver, Lucille Fortunato, Andrew Holman,  
Philip Silvia Jr., Jean Stonehouse, Wing-Kai To,  
Thomas Turner

**Associate Professors:** Michael Ierardi, Margaret Lowe,  
Erin O'Connor

**Assistant Professors:** Joshua Greenberg, Raman Seylon,  
Sarah Wiggins

**Department Telephone Number:** 508.531.1388

**Location:** Tillinghast Hall, Room 310

**Web site:** [www.bridgew.edu/history](http://www.bridgew.edu/history)

## DEGREE PROGRAMS

- BA in History  
Concentration: Military History
- MAT - History

## UNDERGRADUATE MINORS

- History
- Public History\*
- \* Interdisciplinary Minor

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The department offers students a solid, liberal arts major as preparation for professional careers, for graduate study in other fields (law and librarianship, for example) and for careers as museum professionals and public historians. It prepares students to teach history at the middle and high school level, and it provides a relevant and valuable liberal arts major to students preparing for careers in elementary, early childhood and special education. It also contributes to the core curriculum program by offering history courses to all students.

The Department of History recommends that its majors select a minor or interdisciplinary program that will complement the major program. History majors electing secondary education are strongly urged to take elective courses in geography, political science, economics and the behavioral sciences in order to meet present employment expectations.

### HISTORY MAJOR

#### Grade Requirement

No grade lower than a "C-" in a history (HIST) course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete

the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

#### Required Courses

#### Credits

One course from among.....	3
HIST 111 Western Civilization to the Reformation	
HIST 121 The Ancient World	
HIST 131 World History to 1500	
One course from among.....	3
HIST 112 Western Civilization since the Reformation	
HIST 132 World History since 1500	
HIST 221 United States History and Constitutions to 1865.....	3
HIST 222 United States History and Constitutions since 1865.....	3
One course taken from each of the following areas .....	18
Area III Ancient, Medieval, Early Modern Europe	
Area IV Modern Europe	
Area V United States History to 1877	
Area VI United States History since 1877	
Area VII The Traditional World	
Area VIII Modern World	
Two upper division (300-400 level) electives, which must be taken in different geographical areas (World, Europe, U.S.A.). Students may meet this requirement with courses in public history and/or museum management.....	6
Note: Students seeking elementary education, middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.	
HIST 495 Undergraduate History Colloquium (Writing Intensive in the Major Core Curriculum Requirement- CWRM) or HIST 496 Undergraduate History Seminar	
Students may use these courses to meet area requirements. Only six credits of 100-level and six credits of 200-level courses may be applied toward a history major or minor. No more than three credits from the following courses may be used toward the 36 credits required for a history major. HIST 489 Internship in History HIST 499 Directed Study in History No more than three credits from the following courses may be used toward the 36 credits required for a history major. HIST 458 North American Women's and Gender History HIST 466 Women in American History	
Total minimum credits:	36

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site,



[www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## UNDERGRADUATE COURSES BY AREA

### Area I - Western Civilization and World History

HIST 111 Western Civilization to the Reformation  
HIST 112 Western Civilization since the Reformation  
HIST 121 The Ancient World  
HIST 131 World History to 1500  
HIST 132 World History since 1500  
INTD 211 History and Literature of Western Civilization I

### Area II - United States History Surveys

HIST 221 United States History and Constitutions to 1865  
HIST 222 United States History and Constitutions since 1865

### Area III - Ancient, Medieval, Early Modern Europe

HIST 400 The Ancient World: Near East  
HIST 403 Ancient Greece and the Hellenistic Age  
HIST 404 The Ancient World: Rome  
HIST 406 Rise of Early Christianity  
HIST 408 Jews and Christians in the Ancient Roman World  
HIST 415 Europe in the Middle Ages  
HIST 418 Renaissance Europe  
HIST 419 The Reformation and Wars of Religion  
HIST 420 Early Modern Europe: Society and Culture  
HIST 421 European Women's History: Medieval Renaissance and Reformation  
HIST 425 British History since 1603  
HIST 437 European National Histories (when appropriate)  
HIST 437 European National Histories: Italy  
European National Histories: France  
HIST 439 Topics in Non-United States History (when appropriate)  
HIST 495 Undergraduate History Colloquium (when appropriate)

### Area IV - Modern Europe

HIST 426 British Empire and Commonwealth since 1815  
HIST 429 The French Revolution and the Napoleonic Era  
HIST 430 Nineteenth Century Europe  
HIST 431 Twentieth Century Europe  
HIST 432 Intellectual History of Modern Europe  
HIST 433 Modern European Imperialism  
HIST 434 Modern Russia to 1917  
HIST 435 History of the U.S.S.R.  
HIST 436 History of East-Central Europe since 1918  
HIST 437 European National Histories  
HIST 439 Topics in Non-United States History (when appropriate)  
HIST 495 Undergraduate History Colloquium (when appropriate)  
INTD 427 Ireland in Literature and History, 1798-1922

### Area V - United States History to 1877

HIST 440 Topics in United States History (when appropriate)  
HIST 441 United States History: The Colonial Period 1607-1763

HIST 442 United States History: The American Revolution 1763-1787

HIST 443 United States History: The Early National Period

HIST 444 Jacksonian Democracy and the Coming of the Civil War

HIST 445 United States History: The Civil War

HIST 448 United States Foreign Relations to 1900

HIST 461 American Immigration and Ethnicity

HIST 464 New England Textile Communities: Social and Economic History

HIST 465 African-American History

HIST 466 Women in American History

HIST 489 History of Canadian-American Relations

HIST 495 Undergraduate History Colloquium (when appropriate)

### Area VI - United States History since 1877

HIST 440 Topics in United States History (when appropriate)

HIST 453 United States History: Progressive Era

HIST 456 World War II

HIST 457 America since World War II

HIST 461 American Immigration and Ethnicity

HIST 462 American Labor History

HIST 464 New England Textile Communities: Social and Economic History

HIST 465 African-American History

HIST 466 Women in American History

HIST 471 Sport in American Life

HIST 495 Undergraduate History Colloquium (when appropriate)

### Area VII - The Traditional World

HIST 400 The Ancient World: Near East

HIST 434 Modern Russia to 1917

HIST 439 Topics in Non-United States History (when appropriate)

HIST 474 Islamic Civilization to 1400

HIST 477 Latin America: The Colonial Period

HIST 480 History of Imperial China

HIST 482 History of Modern Japan

HIST 483 South Asia: The Modern Period

HIST 487 Canadian History to Confederation

HIST 491 Medicine and Society in the North Atlantic World

HIST 495 Undergraduate History Colloquium (when appropriate)

### Area VIII - Modern World

HIST 435 History of the U.S.S.R.

HIST 439 Topics in Non-United States History (when appropriate)

HIST 456 World War II

HIST 475 The Modern Middle East

HIST 478 Latin America: The National Period

HIST 481 China Under Communism

HIST 482 History of Modern Japan

HIST 483 South Asia: The Modern Period

HIST 484 War and Revolution in Modern Asia



HIST 488 Canadian History since Confederation  
 HIST 489 History of Canadian-American Relations  
 HIST 491 Medicine and Society in the North Atlantic World  
 HIST 494 Quebec and Canada since 1867  
 HIST 495 Undergraduate History Colloquium  
 (when appropriate)

**The following courses may be used to meet area requirements. The specific area, however, depends on the topic or topics addressed in the course.**

HIST 338 Honors Tutorial - Fall semester  
 HIST 339 Honors Tutorial - Spring semester  
 HIST 391 Historiography  
 HIST 439 Topics in Non-United States History  
 HIST 440 Topics in United States History  
 HIST 485 Honors Thesis  
 HIST 490 Historical Studies at Oxford  
 HIST 495 Undergraduate History Colloquium  
 HIST 496 Undergraduate History Seminar  
 HIST 498 Internship in History  
 HIST 499 Directed Study in History

**The following courses also carry credit in history**

INTD 200 Introduction to Canadian Studies  
 INTD 211 History and Literature of Western Civilization I  
 INTD 220 Introduction to American Studies  
 INTD 420 American Studies Seminar  
 INTD 427 Ireland in Literature and History, 1798-1922

## HISTORY MAJOR/MIDDLE SCHOOL OR HIGH SCHOOL EDUCATION MINOR

**History (Teacher of History Grades 5-8)**

### Grade Requirement

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

### Required Courses

Credits

Please consult the "Secondary Education and Professional Programs" section of this catalog for courses required for the secondary education (high school, middle school, PreK-12 specialist) minor..... 33

Note: The methods course requirement of all candidates seeking licensure as a teacher of history, grades 5-8 is MSED 450 Strategies of Teaching History/Political Science in the Middle School

One course from among the following ..... 3

HIST 111 Western Civilization to the Reformation  
 HIST 121 The Ancient World  
 HIST 131 World History to 1500

One course from among the following ..... 3

HIST 112 Western Civilization since the Reformation  
 HIST 132 World History since 1500

HIST 221 United States History and Constitutions to 1865 ..... 3

HIST 222 United States History and Constitutions since 1865 ..... 3

One course taken from each of the following areas ..... 18

Area III Ancient, Medieval, Early Modern Europe

Area IV Modern Europe

Area V United States History to 1877

Area VI United States History since 1877

Area VII The Traditional World

Area VIII Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course each from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.) ..... 6

HIST 495 Undergraduate History Colloquium  
 (Writing Intensive in the Major Core Curriculum Requirement-CWRM)

or

HIST 496 Undergraduate History Seminar

Students may use these courses to meet area requirements.

Only six credits of 100-level and six credits of 200-level courses may be applied toward a history major or minor.

No more than three credits from the following courses may be used toward the 36 credits required for a history major.

HIST 489 Internship in History

HIST 499 Directed Study in History

No more than three credits from the following courses may be used toward the 36 credits required for a history major.

HIST 458 North American Women's and Gender History

HIST 466 Women in American History

Total minimum credits: 69

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

**History (Teacher of History Grades 8-12)**

### Grade Requirement

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.



Required courses	Credits
Please consult the "Secondary Education and Professional Programs" section of this catalog for courses required for the secondary education (high school, middle school, PreK-12 specialist) minor. ....	33
Note: The methods course requirement of all candidates seeking licensure as a teacher of history, grades 8-12 is: HSED 412 Strategies for Teaching History/Political Science in the High School	
One course from among the following .....	3
HIST 111 Western Civilization to the Reformation	
HIST 121 The Ancient World	
HIST 131 World History to 1500	
One course from among the following .....	3
HIST 112 Western Civilization since the Reformation	
HIST 132 World History since 1500	
HIST 221 United States History and Constitutions to 1865.....	3
HIST 222 United States History and Constitutions since 1865.....	3
One course taken from each of the following areas .....	18
Area III Ancient, Medieval, Early Modern Europe	
Area IV Modern Europe	
Area V United States History to 1877	
Area VI United States History since 1877	
Area VII The Traditional World	
Area VIII Modern World	
Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives, so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.	
Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A) .....	6
HIST 495 Undergraduate History Colloquium (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	
or	
HIST 496 Undergraduate History Seminar	
Students may use these courses to meet area requirements.	
Only six credits of 100-level and six credits of 200-level courses may be applied toward a history major or minor.	
No more than three credits from the following may be used toward the 36 credits for a history major: HIST 498, 499.	
HIST 489 Internship in History	
HIST 499 Directed Study in History	
No more than three credits from the following courses may be used toward the 36 credits required for a history major:	
HIST 458 North American Women's and Gender History	
HIST 466 Women in American History	
Total minimum credits:	69

Core Curriculum Requirements	
A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, <a href="http://www.bridgew.edu/corecurriculum">www.bridgew.edu/corecurriculum</a> . For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.	
<b>MILITARY HISTORY CONCENTRATION</b>	
All history majors with a military concentration must meet all the requirements of the history major. Specific course content areas are noted below.	
<b>Grade Requirement</b>	
No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.	
Required Courses	Credits
One course from among .....	3
HIST 111 Western Civilization to the Reformation	
HIST 121 The Ancient World	
HIST 131 World History to 1500	
One course from among .....	3
HIST 112 Western Civilization since the Reformation	
HIST 132 World History since 1500	
HIST 221 United States History and Constitutions to 1865.....	3
HIST 222 United States History and Constitutions since 1865 ...	3
One course taken from each of the following areas:	
(one course of each grouping must be in military history) .....	18
Area III and IV Ancient, Medieval, Early Modern Europe; Modern Europe	
Area V and VI United States History to 1877; United States History since 1877	
Area VII and VIII The Traditional World; Modern World	
Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.	
Two upper division (300 and 400 level) military history electives, which must be taken in different geographical areas (World, Europe, U.S.A.).....	6
HIST 495 Undergraduate History Colloquium (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	
or	
HIST 496 Undergraduate History Seminar	



Students may use these courses to meet area requirements.  
Only six credits of 100-level and six credits of 200-level courses may be applied toward a history major or minor.

No more than three credits from the following may be use toward the 36 credits required for a history major.

HIST 489 Internship in History

HIST 499 Directed Study in History

No more than three hours from the following courses may be used toward the 36 credits required for a history major.

HIST 458 North American Women's and Gender History

HIST 466 Women in American History

Total minimum credits: 36

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in history and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested sequences are available.

### MINOR IN SECONDARY (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12 SPECIALIST)

Students may minor either in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to "Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### HISTORY MINOR

Required Courses	Credits
HIST 111 Western Civilization to the Reformation .....	3
or	
HIST 121 The Ancient World	
or	
HIST 131 World History to 1500	
HIST 112 Western Civilization since the Reformation .....	3
or	
HIST 132 World History since 1500	
HIST 221 United States History and Constitutions to 1865 .....	3
HIST 222 United States History and Constitutions since 1865 ...	3
One course (three credits) from the 300-400 upper level courses. Students may select from the following areas .....	3

Area III Ancient, Medieval, Early Modern Europe

Area IV Modern Europe

Area VII Traditional World

Area VIII Modern World

One course (three credits) from the 300-400 upper level courses. Students may select from any one of the following areas .....

Area V United States History to 1877

Area VI United States History since 1877

Only six credits of 100-level and six credits of 200-level courses may be applied toward a history major or minor.

Total minimum credits: 18

### INTERDISCIPLINARY MINOR IN PUBLIC HISTORY

The departments of history and sociology and anthropology offer an interdisciplinary minor in public history that provides students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and business. The program is designed to serve the Southeastern Massachusetts region.

Required Courses	Credits
HIST 392 History Seminar .....	3
HIST 493 Museum Management: A Practicum .....	3
HIST 498 Internship in History .....	3
ANTH 103 Introduction to Archeology	
ANTH 303 Archeological Field Excavation in Prehistoric Sites in New England .....	3
or	
ANTH 328 Archeology of North America	
ANTH 410 Public Archeology .....	3

### Suggested Electives

HIST 440 Topics in United States History: Public History	
HIST 441 United States History: The Colonial Period 1607-1763	
HIST 461 American Immigration and Ethnicity	
HIST 464 New England Textile Communities: Social and Economic History	
POLI 277 American Government: State and Local	
SOCI 206 Cities and People: Urban Sociology	
SOCI 315 Race and Ethnicity in America	

Total minimum credits: 18

For further information students should contact Dr. Leonid Heretz, chairperson, Department of History.

### HONORS PROGRAM

The honors program in history provides highly motivated history majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in history. Contact the Department of History for further information concerning eligibility and application.



## GRADUATE PROGRAMS

### MASTER OF ARTS IN TEACHING HISTORY

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

#### Admission Requirements

- A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

#### Education Core Courses

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum.....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners.....	3
EDMC 538 The Professional Teacher (final program course) .....	3

#### Concentration Electives ..... 18

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses in history, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Each student must pass a comprehensive examination prior to being eligible to receive the Master of Arts in Teaching degree.

Total minimum credits: 34

For program details, candidates should consult the Department of History's graduate program coordinator, Dr. Keith Lewinstein.



## FACULTY

**Chairperson:** Professor Uma Shama

**Graduate Program Coordinators:**

Professor Glenn Pavlicek (Computer Science)

Professor Uma Shama (Mathematics)

**Professors:** Hang-Ling Chang, Zon-I Chang, Paul Fairbanks, Walter Gleason, Thomas Moore, Philip Scalisi

**Associate Professors:** Mahmoud El-Hashash, Ward Heilman, Torben Lorenzen, Michael Makokian, John Nee, Richard Quindley, Abdul Sattar

**Assistant Professors:** Heidi Burgiel, Shannon Lockard, Rebecca Metcalf, Lee Mondschein, John Santore

**Instructor:** Ju Zhou

**Department Telephone Number:** 508.531.1342

**Location:** Hart Hall, Room 215

**Web site:** [www.bridgew.edu/depts/mathcs/](http://www.bridgew.edu/depts/mathcs/)

## DEGREE PROGRAMS

- BS in Mathematics
- BS in Computer Science
- MAT - Mathematics
- MS in Computer Science

## UNDERGRADUATE MINORS

- Actuarial Science\*
- Computer Science
- Mathematics
- \* Interdisciplinary Minor

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN MATHEMATICS

Since mathematics is both a cultural and a technical field of study, the curriculum is planned with the following objective:

- to introduce students to mathematics as an important area of human thought;
- to prepare students for careers in industry;
- to give preparation to students for graduate study in mathematics and related fields;
- to prepare students planning to teach mathematics at the secondary level;
- to serve the needs of students in fields which rely on mathematics, e.g., experimental sciences, social sciences and elementary education.

Note: The Bachelor of Arts in Mathematics is inactive.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION OR EARLY CHILDHOOD EDUCATION

Students may choose a double major in mathematics and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or PreK-12 specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

### BACHELOR OF SCIENCE IN COMPUTER SCIENCE

This program provides a broad background in computer science and will serve as preparation for employment in computer applications or for graduate studies in the field.

The department participates in a number of multidisciplinary programs for students preparing for careers in medicine, dentistry or oceanography. Additional information on these programs may be found in the section "Interdisciplinary and Preprofessional Programs."

Note: The Bachelor of Arts in Computer Science is inactive.

### MATHEMATICS MAJOR

Required Courses	Credits
MATH 151-152 Calculus I-II .....	6
MATH 180 Transition to Advanced Mathematics .....	3
MATH 202 Linear Algebra .....	4
MATH 251-252 Calculus III-IV .....	6
MATH 301 Abstract Algebra I .....	3
MATH 401 Introduction to Analysis I .....	3
COMP 101 Computer Science I .....	3
or	
COMP 203 Programming and Computer Algebra	
PHYS 243-244 General Physics I-II .....	8
Four electives from any 300- or 400- level courses except MATH 318. As part of the the four electives, either MATH 408 or MATH 416 must be taken to satisfy the upper-level writing intensive core curriculum requirement in the mathematics major (CWRM). PHYS 403 Mathematical Physics may be taken as one of these four electives.	
Majors preparing for secondary school teaching careers must take MATH 403 Probability Theory, MATH 408 History of Mathematics and MATH 325 Foundations of Geometry as three of the four electives. ....	12



## Grade Requirement

Not more than one grade in the "D" range ("D+", "D", "D-") among the five courses MATH 151, MATH 152, MATH 202, MATH 251, and MATH 252 shall be accepted in partial fulfillment of the requirements for the major in Mathematics. A student receiving a second grade in the "D" range in one of the above courses must repeat the course with the higher number and receive a "C-" or better before being allowed to enroll in other mathematics courses.

- Students who are contemplating majoring in mathematics or computer science should be aware of the sequential nature of the course offerings. In order for students to plan their programs so that degree requirements may be completed within a four-year period, students should consult with the chairperson of the department or their adviser as soon as possible.
- Students seeking licensure as a teacher of Mathematics (5-8 or 8-12) must also complete a minor in Secondary Education.

Total minimum credits: 48

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## MATHEMATICS MINOR

Credits

A minimum of 18 hours is required. Students must satisfy the following three requirements:

- |  |   |
|--|---|
| MATH 151-152 Calculus I-II .....                               | 6 |
| or   |   |
| MATH 141-142 Elements of Calculus I-II .....                   |   |
| One course from among the following .....                      | 3 |
| MATH 120 Introduction to Linear Algebra                        |   |
| MATH 202 Linear Algebra  |   |
| MATH 214 Introduction to Modern Algebra                        |   |
| Three <i>additional</i> courses from among the following ..... | 9 |
| MATH 110 Elementary Statistics I                               |   |
| MATH 120 Introduction to Linear Algebra                        |   |
| MATH 130 Discrete Mathematics I                                |   |
| MATH 200 Probability and Statistics                            |   |
| MATH 202 Linear Algebra  |   |
| MATH 214 Introduction to Modern Algebra                        |   |
| MATH 251 Calculus III  |   |
| MATH 252 Calculus IV   |   |
| any 300 or 400 level MATH courses including MATH 318           |   |
- Students who take one course from any of the following pairs of courses may not take the other course of that pair for credit towards the minor:
- MATH 110 and MATH 200
  - MATH 120 and MATH 202
  - MATH 214 and MATH 301

Total minimum credits: 18

## ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing an actuarial career or a career in a related area.

Credits

- |  |   |
|--|---|
| ACFI 100 Fundamentals of Financial Reporting ..... | 3 |
| ACFI 200 Financial Accounting .....                | 3 |
| ACFI 385 Managerial Finance .....                  | 3 |
| MATH 151 Calculus I .....                          | 3 |
| MATH 152 Calculus II .....                         | 3 |
| MATH 251 Calculus III .....                        | 3 |
| Choose one course from the following .....         | 3 |
| ACFI 476 Insurance and Risk Management             |   |
| ACFI 490 Investments                               |   |
| MATH 403 Probability Theory                        |   |

Note: Accounting and finance majors may not choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics major may not choose MATH 403 to satisfy the minor requirements.

Total minimum credits: 21

## COMPUTER SCIENCE MAJOR

Credits

### Required Courses

- |  |    |
|--|----|
| COMP 101 Computer Science I .....  | 3  |
| COMP 102 Computer Science II .....   | 3  |
| COMP 206 Introduction to Computer Organization .....   | 3  |
| COMP 330 Data Structures and Algorithms .....  | 3  |
| COMP 340 Organization of Programming Languages .....   | 3  |
| COMP 350 Operating Systems .....   | 3  |
| COMP 430 Computer Networks .....   | 3  |
| COMP 435 Analysis of Algorithms .....  | 3  |
| COMP 442 Object-oriented Software Engineering .....  | 3  |
| COMP 470 Introduction to Artificial Intelligence .....   | 3  |
| MATH 120 Introduction to Linear Algebra .....  | 3  |
| MATH 130 Discrete Mathematics I .....  | 3  |
| MATH 151-152 Calculus I - II .....   | 6  |
| MATH 200 Probability and Statistics .....  | 3  |
| At least four elective courses (12 credits) must be selected from .....                                | 12 |
| Any COMP courses at the 300-400 level (except COMP 410 Database Applications and those required above) |    |
| MATH 415 Numerical Analysis  |    |
| PHYS 442 Digital Electronics I   |    |
| 12 credit hours in the natural sciences including one of the following sequences .....                 | 12 |
| BIOL 121-122 General Biology I-II  |    |
| CHEM 131-132 Survey of Chemistry I-II  |    |
| CHEM 141-142 Chemical Principles I-II  |    |
| PHYS 181-182 Elements of Physics I-II  |    |
| PHYS 243-244 General Physics I-II  |    |



### Grade Requirement

Not more than one grade in the "D" range ("D+", "D," "D-") among the four courses COMP 101, COMP 102, COMP 206 and COMP 330 shall be accepted in partial fulfillment of the requirements for the major in computer science. A student receiving a second "D" in one of the above must repeat the course with the higher number and receive a "C-" or better before being allowed to enroll in other computer science courses.

Any computer science major who has successfully completed COMP 102 will not be allowed to take COMP 100 or COMP 105 for academic credit.

Total minimum credits: 69

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

COMPUTER SCIENCE MINOR	Credits
COMP 101 Computer Science I .....	3
COMP 102 Computer Science II .....	3
COMP 330 Data Structures and Algorithms .....	3
and three additional courses to be selected from .....	9
PHYS 442 Digital Electronics I	
or	
any course counting toward the computer science major	
	Total minimum credits: 18

### HONORS PROGRAM

The honors program in mathematics and computer science provides highly motivated mathematics and computer science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in mathematics or computer science. Contact the Department of Mathematics and Computer Science for further information concerning eligibility and application.

## GRADUATE PROGRAMS

### MASTER OF SCIENCE IN COMPUTER SCIENCE

The Master of Science in Computer Science is intended to meet the growing need for high-level computer professionals by

- strengthening the preparation of individuals working in computer-related fields;
- training professionals in other areas who wish to apply computer science to their respective fields or who desire to retrain for entry in a computer science career;
- providing the necessary general and theoretical background for those individuals who wish to continue graduate study in computer science beyond the master's degree.

The program consists of 30 credits and may be completed entirely on a part-time basis (courses are offered in the late afternoon or evening).

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

The Master of Science in Computer Science program seeks to attract individuals from various backgrounds who are highly motivated and prepared to meet the challenges of a rigorous advanced degree curriculum. In addition to a bachelor's degree, applicants should be familiar with the organization of computers and have competencies in:

- a high-level programming language such as C, C++, or Java;
- discrete and continuous mathematics;
- data structures and algorithms.

Demonstrated competencies within these areas can be achieved through professional experience, undergraduate study or transitional graduate course work. Students who do not already have a computer science degree should contact the program coordinator to determine their level of preparedness.

Program Requirements	Credits
COMP 520 Operating Systems Principles .....	3
COMP 540 Automata, Computability and Formal Languages...	3
COMP 545 Analysis of Algorithms .....	3
COMP 560 Artificial Intelligence.....	3
COMP 590 Computer Architecture .....	3
Candidates must successfully complete five courses from among the following .....	15
COMP 510 Topics in Programming Languages	
COMP 525 Design and Construction of Compilers	
COMP 530 Software Engineering	



COMP 536 Graphics	
COMP 550 Topics in Discrete Mathematics	
COMP 562 Expert Systems	
COMP 565 Logic Programming	
COMP 570 Robotics	
COMP 575 Natural Language Processing	
COMP 580 Database Systems	
COMP 582 Distributed Database Systems	
COMP 594 Computer Networks	
COMP 596 Topics in Computer Science*	
COMP 599 Computer Science Seminar	
* Topics in Computer Science (COMP 596) has recently addressed issues such as human-computer interaction, bioinformatics, computer security, computer vision and computer learning systems.	
At the conclusion of the program, candidates will have the option of sitting for a comprehensive written exam which incorporates subject matter from the five required courses or completing a capstone project that allows candidates to pursue an area of interest in depth.	
Total minimum credits: 30	

## MASTER OF ARTS IN TEACHING MATHEMATICS

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1
<b>Education Core Courses</b>	
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) .....	3
<b>Concentration Electives</b> .....	18
MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.	
A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.	
Successful completion of a comprehensive examination in the six required courses or a capstone project approved by the department is also required.	
Total minimum credits: 34	



## FACULTY

**Chairperson:** Associate Professor Salil Sachdev

**Graduate Program Coordinator:**

Associate Professor Steven Young

**Professors:** Jean Kreiling, Carol Nicholeris

**Associate Professor:** Deborah Nemko

**Assistant Professor:** Donald Running

**Instructor:** Sarah McQuarrie-Sherwin

**Department Telephone Number:** 508.531.1377

**Location:** Maxwell Library, Room 313A

**Web site:** [www.bridgew.edu/depts/music](http://www.bridgew.edu/depts/music)

## DEGREE PROGRAMS

- BA in Music  
Concentration: Music Education
- MAT – Music

## UNDERGRADUATE MINOR

- Music

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of Music offers a major within the framework of a Bachelor of Arts degree. The overarching goal of the program is to provide a solid foundation in music history, theory and performance within a liberal arts context, and by so doing prepares students who wish to pursue a variety of interests, including further study in music and Massachusetts Teacher Licensure.

In addition, the Department of Music offers a minor for those students pursuing a BA or BS degree, as well as courses that satisfy the college-wide core curriculum requirements. Private instruction is given in piano, guitar, voice and orchestral and band instruments. A performance study fee is charged for these lessons. Performing organizations are also available for both singers and instrumentalists.

A student wishing to major or minor in music should consult with the department chairperson as early as possible. Certain courses may be waived pending consultation with the Department of Music chairperson and/or completion of proficiency tests.

### MUSIC MAJOR

#### Audition Requirement

A formal audition is required for acceptance into the music major. There is no audition requirement for acceptance into the music minor. Auditions are held in February, May and November. Completed audition forms must be received by the music department two weeks prior to the audition date. To obtain forms, or additional information, contact Dr. Carol Nicholeris, audition coordinator, at 508.531.2040.

Instrumentalists must proficiently execute the following

- Major scales up to four sharps and flats and chromatic scale two octaves from memory
- Sight-reading
- A three-to-five-minute prepared solo, with or without accompaniment
- A selection in a contrasting style

Singers must proficiently execute the following

- An unaccompanied major scale on a neutral syllable
- Sight-reading
- An art-song or aria
- A selection in a contrasting style

Accompanist must be provided by the student.

Within 10 days of the audition, the candidate will be notified of his/her status. He/she will be:

- 1) accepted into the major.
  - 2) conditionally accepted into the major.
- The student may repeat an audition more than once on a scheduled audition or jury day
  - The student must pass the audition within one year in order to be accepted as a music major
    - 3) not accepted to the major. A student who auditions and is not accepted as a music major:
      - may audition only once more
      - may not take courses with a MUSC prefix other than to fulfill core curriculum requirements
      - may select music as a minor

Students with questions concerning the suitability of audition material should contact Dr. Carol Nicholeris at 508.531.2040 or e-mail: [cnicholeris@bridgew.edu](mailto:cnicholeris@bridgew.edu).

A student majoring in music must earn 49 credits by combining required courses and electives. In addition, a piano proficiency examination, which addresses basic competencies, must be passed. Specific musical examples and guidelines are available from the Department of Music chairperson. Alternatively, the proficiency requirements may be met by successful person completion of MUSC 440.

#### Grade Requirement

The Department of Music will permit its majors to use only one passing grade below "C-" to satisfy requirements in the music major (including both the required core courses and electives). An additional grade below "C-" will require the student to take another music course, chosen in consultation with his or her adviser. The required core courses are designed to develop competence in theory, history, musicianship and performance.

	Credits
MUSC 162 Music in African Culture .....	3
or	
MUSC 163 Music of the Non-Western World	
MUSC 270 Sight-singing and Ear-training I .....	3
MUSC 271 Music Theory I .....	3
MUSC 272 Sight-singing and Ear-training II .....	3
MUSC 273 Music Theory II .....	3



MUSC 281 Music History I .....	3
MUSC 282 Music History II .....	3
MUSC 351 Conducting .....	3
MUSC 372 Form and Analysis I: 1700-1900 .....	3
MUSC 472 Form and Analysis II: The Twentieth Century .....	3

## Ensembles..... 7

MUSC 109 Beginning African Drumming Ensemble	
MUSC 111 Marching Band	
MUSC 112 Wind Ensemble	
MUSC 113 Jazz Band	
MUSC 115 Instrumental Ensemble	
MUSC 118 Chorale	
MUSC 119 Vocal Ensemble	
MUSC 151 Jazz and Show Choir	
MUSC 152 Opera Ensemble	
MUSC 183 String Ensemble	

Note: Students may apply only one ensemble credit per semester toward the major. No more than three credits may be taken in MUSC 111 and no more than two credits can be taken in MUSC 109 or MUSC 115.

Students are expected to meet music technology requirements by either demonstrating proficiency in music technology or by taking MUSC 191 Introduction to Music Technology prior to taking MUSC 271 Music Theory I.

## Performance Studies

Six credits, including at least one semester at the 300 level .....	6
MUSC 121, 221, 321, 421 Brass	
MUSC 122, 222, 322, 422 Percussion	
MUSC 123, 223, 323, 423 Strings (Violin, Viola)	
MUSC 124, 224, 324, 424 Woodwinds	
MUSC 125 225, 325, 425 Guitar	
MUSC 126, 226, 326, 426 Strings (Cello, Bass)	
MUSC 131, 231, 331, 431 Voice (Singing)	
MUSC 141, 241, 341, 441 Piano	

## Music History Elective

Choose from .....	3
MUSC 363 Music of Bach, Handel and Vivaldi (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	
MUSC 364 Music of the Classical and Romantic Periods (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	
MUSC 367 Music by Women Composers (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	
MUSC 369 Music of the Twentieth Century	

## Elective..... 3

Choose from the remaining history electives above or	
MUSC 371 Counterpoint	
MUSC 373 Composition I	
MUSC 374 Composition II	
MUSC 399 Special Topics in Music	
MUSC 456 Methods in Music Education	
MUSC 499 Directed Study in Music	

## Piano Proficiency Requirement

Completion of MUSC 440 Advanced Keyboard Skills with a grade of "C" or above.

## Recital Requirement

All music majors must attend a specific, assigned number of on-campus recitals *every semester they are registered as music majors*. (Recitals in which the student is performing will not be counted toward this requirement.) Specifics concerning these recitals (which will generally include First Friday recitals, Faculty Artist Series recitals and student recitals), along with the minimum number required, will be posted in the Department of Music at the start of each semester. A student who fails to meet the minimum requirement for every semester he or she is enrolled as a music major will not be permitted to graduate as a music major.

Total minimum credits: 49

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## MUSIC EDUCATION CONCENTRATION

The music department offers a music education concentration, which allows prospective music educators to earn a bachelor of arts degree in music with a concentration in music education. This program is designed for students who wish to earn Massachusetts state licensure for teaching music (all levels) within their undergraduate experience.

The following courses are required to complete the music education concentration:

Course Requirements	Credits
MUSC 166 Survey of American Jazz .....	3
MUSC 270 Sight-Singing and Ear-Training I .....	3
MUSC 271 Music Theory I .....	3
MUSC 273 Music Theory II .....	3
MUSC 281 Music History I .....	3
MUSC 282 Music History II .....	3
MUSC 372 Form and Analysis I: 1700-1900 .....	3

## Cognate Requirements

PSYC 227 Development through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society .....	3

Note: Some of the required courses listed above also fulfill certain core curriculum requirements

## Ensemble and Performance Study Requirements

Seven credits from ensembles* .....	7
MUSC 112 Wind Ensemble	
MUSC 113 Jazz Band	
MUSC 115 Instrumental Ensemble	
MUSC 118 Chorale	
MUSC 119 Vocal Ensemble	
MUSC 183 String Ensemble	



Six credits in performance studies. At least one semester at the 300 level and at least one semester in a secondary performance medium (voice for an instrumentalist; instrument for vocalist) must be completed ..... 6

MUSC 121, 221, 321, 421 Brass

MUSC 122, 222, 322, 422 Percussion

MUSC 123, 223, 323, 423 Strings (Violin, Viola)

MUSC 124, 224, 324, 424 Woodwinds

MUSC 125, 225, 325, 425 Guitar

MUSC 126, 226, 326, 426 Strings (Cello, Bass)

MUSC 131, 231, 331, 431 Voice (Singing)

MUSC 141, 241, 341, 441 Piano

#### Additional required courses

MUSC 351 Conducting ..... 3

MUSC 375 Orchestration and Arranging  
(instrumental emphasis) ..... 3

or

MUSC 455 Creative Activities in Elementary School Music  
(vocal emphasis) ..... 3

MUSC 388 Instrumental Techniques ..... 3

MUSC 456 Methods in Music Education ..... 3

MUSC 483 Choral Techniques ..... 3

MUSC ---- Music History elective ..... 3

Students seeking Initial Licensure must also declare a minor in secondary education and complete the following courses. (See the "Secondary Education and Preprofessional Programs" section of this catalog)

EDHM 210 Introduction to Teaching ..... 3

EDHM 235 Learning and Motivation ..... 3

EDHM 335 Assessment and Planning ..... 3

EDHM 413 Strategies for Teaching Music ..... 3

EDHM 445 Content Area Reading, Writing and Study Skills ..... 3

EDHM 490 Student Teaching\*\* ..... 12

\* Students seeking Initial Licensure in music will be required to participate in a large ensemble (wind or chorale) for a minimum of seven semesters including at least four semesters in a large ensemble (wind ensemble or chorale).

\*\* As a minimum prerequisite to student teaching, students will be required to pass a Music Education Piano Proficiency Exam, which may necessitate private lessons.

Total minimum credits: 85

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in music and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

### MINOR IN EDUCATION (ALL LEVELS)

Students minoring in education must refer to the "Department of Secondary Education and Professional Programs" for specific requirements, and consult with the Department of Music for additional information.

### MUSIC MINOR

Required Courses	Credits
MUSC 140 Class Piano I .....	3
MUSC 270 Sight-Singing and Ear-Training I .....	3
or	
MUSC 272 Sight-Singing and Ear-Training II	
MUSC 271 Music Theory I .....	3
MUSC 281 Music History I .....	3
or	
MUSC 282 Music History II	
Three credits in ensembles (MUSC 112, 113, 115, 118, 119, 183) .....	3
Six additional credits from among the following.....	6
Performance Studies: (maximum four credits – at least one credit at the 300 level of study)	
MUSC 121, 221, 321, 421 Brass	
MUSC 122, 222, 322, 422 Percussion	
MUSC 123, 223, 323, 423 Strings (Violin, Viola)	
MUSC 124, 224, 324, 424 Woodwinds	
MUSC 125, 225, 325, 425 Guitar	
MUSC 126, 226, 326, 426 Strings (Cello, Bass)	
MUSC 131, 231, 331, 431 Voice (Singing)	
MUSC 141, 241, 341, 441 Piano	
MUSC 130 Voice Class I	
or	
MUSC 230 Voice Class II	
MUSC 162 Music in African Culture	
MUSC 166 Survey of American Jazz	
MUSC 240 Class Piano II	
MUSC 272 Sight-Singing and Ear-Training II	
MUSC 273 Music Theory II	
MUSC 281 Music History I	
or	
MUSC 282 Music History II	
MUSC 364 Music of the Classical and Romantic Periods	
MUSC 366 American Music of the Twentieth Century	
MUSC 367 Music by Women Composers	



MUSC 371 Counterpoint  
MUSC 372 Form and Analysis I: 1700-1900  
MUSC 399 Special Topics in Music  
MUSC 499 Directed Study in Music

Total minimum credits: 21

## GRADUATE PROGRAMS

### POSTBACCALAUREATE PROGRAM: INITIAL LICENSURE - TEACHER OF MUSIC

In conjunction with the School of Education and Allied Studies and the School of Graduate Studies, the Department of Music offers a postbaccalaureate program that qualifies a music graduate to obtain Massachusetts initial licensure as a teacher of music at the PreK-12 grade level (vocal, instrumental, general).

For additional current information concerning this program, contact the Department of Music.

### MASTER OF ARTS IN TEACHING MUSIC

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during junior and senior years.
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- A bachelor's degree in music
- An initial teaching license and teaching experience in the field of music
- Three appropriate letters of recommendation
- A passing score on the music Department of Music proficiency test and either a formal audition or a video of the applicant's teaching and/or conducting
- Demonstrated proficiency in the use of technological applications for music education as assessed by the department's technology specialist
- MAT applicants are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department. (Appropriate background for a music concentration would include theory, history, ear training/sight singing, conducting, and piano proficiency.)
- A candidate for this program will be expected to have taken at least one course in general music methods prior to enrolling in this program. A candidate missing such background may take either MUSC 456 Methods in Music Education or MUSC 455 Creative Activities in Elementary School Music in addition to regular program requirements.
- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

##### Education Core Courses

##### Credits

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy .....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) .....	3

##### Music Courses

MUSC 552 Seminar in Music Education Problems .....	3
MUSC 558 Orff Schulwerk Teacher Training: Level I .....	3
(MUSC 559 Orff Schulwerk Teacher Training: Level II or MUSC 562 Orff Schulwerk Teacher Training: Level III may be substituted for this course)	
MUSC 559 Orff Schulwerk Teacher Training: Level II .....	3
or MUSC 503 Directed Study	
MUSC 564 Music in the Arts: A Cultural Perspective .....	3
MUSC 569 Foundations in Music Education .....	3
MUSC 575 Techniques for Arranging Classroom and Concert Music .....	3
Successful completion of a comprehensive examination is also required.	

Total minimum credits: 33



## FACULTY

**Chairperson:** Professor Aeon Skoble

**Professors:** Robert Fitzgibbons, Edward James,  
Francine Quaglio

**Associate Professor:** Catherine Womack

**Assistant Professors:** William Devlin, Laura McAlinden

**Department Telephone Number:** 508.531.1379

**Location:** Tillinghast Hall, Room 340

**Web site:** [www.bridgew.edu/philosophy](http://www.bridgew.edu/philosophy)

## DEGREE PROGRAM

- BA in Philosophy  
Concentration: Applied Ethics

## UNDERGRADUATE MINOR

- Philosophy

The Department of Philosophy offers a major leading to the Bachelor of Arts degree. A minor in philosophy is also available. The program in philosophy provides a solid foundation for entry into careers such as law, journalism, college teaching, management, and medical ethics, as well as preparation for graduate work in philosophy and related disciplines.

The study of philosophy involves the development of a broad range of analytical, interpretive, evaluative and critical abilities as they are applied to a variety of theoretical and practical human concerns. Courses in the problems, history and methods of philosophy as a mode of critical thinking deal with questions about the priority of values; the status of knowledge, truth and consciousness; the nature of art, religion, science and politics.

The department offers numerous opportunities for students to excel, provides models of intellectual excellence, and fosters an atmosphere of mutual respect and open-mindedness. Faculty advisers work closely with students who wish to plan a course of study within the philosophy program. Academically talented students should contact the department chairperson for details about its honors program. Extracurricular activities include the Philosophy Club, which gives students from all majors a chance to discuss philosophical topics in an open and constructive manner. The club also sponsors the *Bridgewater Journal of Philosophy*, which publishes student research and essays.

## UNDERGRADUATE PROGRAMS

### PHILOSOPHY MAJOR

A minimum of 10 philosophy courses (30 credits) is required.

#### Grade Requirement

A grade of "C" or higher is required in all philosophy course work contributing to the major.

### Credits

One three-credit, 100-level philosophy course .....	3
At least one of the following courses in logic is required .....	3
PHIL 201 Rational Thinking	
PHIL 310 Symbolic Logic	
At least two of the following courses in the history of philosophy are required .....	6
PHIL 301 Plato and Aristotle	
PHIL 303 Major Modern Philosophers	
PHIL 305 American Philosophy	
At least two of the following area courses are required .....	6
PHIL 402 Knowledge and Truth	
PHIL 403 Ethics and Action	
PHIL 404 Mind and Language	
PHIL 450 Senior Seminar in Philosophy (Writing Intensive in the major Core Curriculum Requirement-CWRM) is required .....	3
At least three additional courses in philosophy are required.....	9

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Total minimum credits: 30

### APPLIED ETHICS CONCENTRATION

Fulfill requirements for the philosophy major with at least four courses from the following distribution.

- PHIL 203 Happiness and the Meaning of Life
- PHIL 204 Sex and Personal Relations
- PHIL 205 Medical Ethics
- PHIL 210 Liberation Ethics
- PHIL 222 Philosophy of Law
- PHIL 231 Amoralism, Egoism, and Altruism
- PHIL 234 Free Will, Determinism and Responsibility

Total minimum credits: 30

### PHILOSOPHY MINOR

For a minor in philosophy, a student must complete six philosophy courses (18 credits). Interested students should contact the chairperson in order to discuss an individual program relevant to their academic majors.

Total minimum credits: 18

### DOUBLE MAJORS

Philosophy is an excellent double major in that it enriches the questions and theoretical orientation of any other discipline. Interested students, particularly those majoring in education, should contact the chairperson in order to discuss an individual program.



## PHILOSOPHY DEPARTMENTAL HONORS PROGRAM

The Philosophy Departmental Honors Program encourages students to excel in philosophy, to provide models and guidance for pursuing excellence, and to honor those students who demonstrate excellence. To be accepted into the departmental honors program, a student must be a philosophy major and fulfill the following criteria at the time of application to the philosophy honors program<sup>1</sup>.

- A 3.3 GPA for all philosophy courses to be used toward a Bridgewater State College degree with a minimum of three philosophy courses completed<sup>2</sup>.
- A 3.3 GPA for all completed course work to be used for a Bridgewater State College degree.
- At least 60 credits completed toward an undergraduate degree.

For additional information concerning the departmental honors program in philosophy, please contact the department chairperson.

The Department of Philosophy has a chapter of Phi Sigma Tau, the international honors society for philosophy. Membership is open, regardless of major, to sophomores and higher with a 3.0 average in two or more philosophy classes and a 3.2 cumulative GPA. Members receive a certificate and are eligible to wear a sash indicating membership as part of their graduation regalia.

- <sup>1</sup> Upon admission to the departmental honors program, a student's philosophy major advisor will assume responsibility for advising the student in respect to the honors program.
- <sup>2</sup> Students entering the Honors Program at or near the minimum GPA for admission should be aware that achieving higher grades in future philosophy courses will be necessary in order to eventually reach the 3.5 GPA in philosophy required for completing the Honors Program.

## GRADUATE PROGRAMS

The department does not currently offer a graduate program. However, philosophy courses at the 400 level, with the exception of PHIL 450, PHIL 485 and PHIL 499, may be taken for graduate credit with the consent of the Department of Philosophy.



## FACULTY

**Chairperson:** Associate Professor Martina Arndt

**Graduate Program Coordinator:** Professor Jeffrey Williams

**Professor:** Edward Deveney

**Associate Professor:** Thomas Kling

**Department Telephone Number:** 508.531.1386

**Location:** Conant Science Building, Room 115A

**Web site:** [www.bridgew.edu/physics](http://www.bridgew.edu/physics)

## DEGREE PROGRAMS

- BA in Physics  
Concentration: General Physics
- BS in Physics  
Concentration: Professional Physics
- MAT - Physical Science
- MAT - Physics

## UNDERGRADUATE MINORS

- Physics
  - Geophysics\*
- \*Interdisciplinary Minor

The Department of Physics strives to provide students with the necessary skills and knowledge to pursue successful careers in research, teaching or further study in graduate programs. Programs in physics culminating in the degrees of Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching are offered.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Department of Physics offers programs leading to the bachelor's degree in physics. A major in physics provides students with the necessary skills and knowledge to pursue successful careers in research, teaching, graduate and professional programs, industry, engineering and many other fields. Each student can plan a physics program with the help of a faculty adviser to meet specific future needs. The department also offers students opportunities in on-campus research and internships.

Students who are contemplating majoring in this department should be aware of the sequential nature of the course offerings. It is of prime importance that students consult with the chairperson of the department as soon as possible so that they can complete degree requirements in four years.

## PHYSICS MAJOR

The Department of Physics offers two physics concentrations: a **professional physics concentration** and a **general physics concentration**. Both concentrations have a core set of seven physics courses along with cognate courses in mathematics and chemistry.

## PHYSICS CORE

All physics majors take the physics core courses and core cognates.

	Credits
PHYS 243-244 General Physics I-II .....	8
PHYS 401 Modern Physics .....	4
PHYS 402 Quantum Mechanics .....	3
PHYS 414 Experimental Physics .....	3
PHYS 438 Electricity and Magnetism .....	3
PHYS 439 Mechanics .....	3

### Core Cognates

CHEM 141-142 Chemical Principles I-II .....	8
MATH 151-152 Calculus I-II .....	6
Total minimum credits: 38	

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## PROFESSIONAL PHYSICS CONCENTRATION

The physics major with a professional physics concentration is designed to meet the needs of students going to graduate school in physics or a related field, or jobs in science or engineering.

### Requirements

	Credits
Physics core courses .....	24
Physics core cognates .....	14

### Electives

12 credit hours of physics electives above the 100 level from the list below .....	12
PHYS 403 Mathematical Physics	
PHYS 405 Nuclear Physics	
PHYS 409 General Relativity and Cosmology	
PHYS 422 Computer Simulation in Physical Science	
PHYS 433 Thermal Physics	
PHYS 435 Optics	
PHYS 442 Digital Electronics I	
PHYS 458 Advanced Electricity and Magnetism	
PHYS 459 Advanced Mechanics	
PHYS 460 Advanced Quantum Mechanics	
PHYS 498 Internship in Physics	
PHYS 499 Directed Study in Physics	



### Cognates

MATH 251 Calculus III .....	3
MATH 316 Differential Equations .....	3
Total minimum credits:	56

### GENERAL PHYSICS CONCENTRATION

The physics major with a general physics concentration is designed to meet the needs of students seeking jobs in teaching, engineering, industry, computers, finance, biology, medicine, law and many other fields. It also would be an effective major to combine with many of the minors offered at the college. Along with the physics core and physics core cognate courses, the student must take six hours of physics electives from the list below.

Cognates	Credits
Physics core courses .....	24
Physics core cognates .....	14
Physics Electives .....	6
PHYS 107 Exploring the Universe	
PHYS 180 Energy and its Social Uses	
PHYS 403 Mathematical Physics	
PHYS 405 Nuclear Physics	
PHYS 409 General Relativity and Cosmology	
PHYS 422 Computer Simulation in Physical Science	
PHYS 433 Thermal Physics	
PHYS 435 Optics	
PHYS 442 Digital Electronics I	
PHYS 458 Advanced Electricity and Magnetism	
PHYS 459 Advanced Mechanics	
PHYS 460 Advanced Quantum Mechanics	
PHYS 498 Internship in Physics	
PHYS 499 Directed Study in Physics	
Total minimum credits:	44

### PHYSICS MINOR

18 credits in physics acceptable for the physics major.  
Total minimum credits: 18

### GEOPHYSICS MINOR

A minor is jointly offered with the Departments of Earth Sciences and Geography. For further information contact the department chairpersons.

### DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in physics and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Physics and the appropriate education department for further information.

### MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or PreK-12 specialist). Successful completion of this minor, the program requirements of either a BA or BS in physics and PHYS 107 Exploring the Universe will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure requirements.

### HONORS PROGRAM

The honors program in physics provides highly motivated physics majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in physics. Contact the Department of Physics for further information concerning eligibility and application.

### GRADUATE PROGRAMS

#### MASTER OF ARTS IN TEACHING PHYSICS

The Master of Arts in Teaching degree in physics in was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

#### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.



Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

Education Core Courses	
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum.....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners.....	3
EDMC 538 The Professional Teacher (final program course) .....	3

**Concentration Electives**

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required..... 18

Successful completion of a comprehensive examination is also required.

Total minimum credits: 34

## MASTER OF ARTS IN TEACHING GENERAL SCIENCE

This program is inactive.

## MASTER OF ARTS IN TEACHING PHYSICAL SCIENCE

The Master of Arts in Teaching degree in physical science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Elementary and Secondary Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

### Admission requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

### Program requirements

Education Core Courses	Credits
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum.....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners.....	3
EDMC 538 The Professional Teacher (final program course) .....	3

### Introductory course

PHSC 501 Problem Solving in Physical Science .....	3
--	---

### Concentration Electives

Twelve (12) credits in electives at least three credits from each area .....

Chemistry  
CHEM 512 Microcomputers as Laboratory Instruments  
CHEM 550 Chemistry and the Environment

Earth Science  
EASC 501 Observational Astronomy  
EASC 504 Observational Meteorology  
EASC 550 Modern Developments in Earth Science  
EASC 560 Special Topics in Earth Science

Physics  
PHYS 550 Physics for Teachers-A Modern Review  
PHYS 560 Special Topics in Physics Teaching  
PHYS 581 The Physics of the Environment  
PHYS 593 Special Topics in Secondary School Science  
or  
PHYS 594 Special Topics in Junior High Science I

### Capstone course

PHSC 590 Integrated Physical Science .....	3
Total minimum credits:	33



## FACULTY

**Chairperson:** Professor George Serra

**Graduate Program Coordinator:**  
Associate Professor Wendy Haynes

**Professors:** Michael Kryzanek, Shaheen Mozaffar

**Associate Professor:** Mark Kemper

**Assistant Professors:** Jordon Barkalow, Brian Frederick,  
Deniz Leuenberger, Margaret Stout

**Instructor:** Jodie Kluver

**Department Telephone Number:** 508.531.1387

**Location:** Summer Street House, Room 101

**Web site:** [www.bridgew.edu/polisci](http://www.bridgew.edu/polisci)

## DEGREE PROGRAMS

- BA in Political Science  
Concentrations: American Politics, International Affairs,  
Legal Studies, Public Administration
- Master of Public Administration (MPA)  
Concentrations: Civic and Nonprofit Leadership and  
Administration, Sustainable Community Development

## UNDERGRADUATE MINORS

- Civic Education and Community Leadership\*
  - Political Science
- \* Interdisciplinary minor

## UNDERGRADUATE PROGRAMS

### THE POLITICAL SCIENCE PROGRAM

The Department of Political Science offers five programs of study in political science: a political science major (no concentration), a political science major (American politics concentration), a political science major (international affairs concentration), a political science major (legal studies concentration) and a political science major (public administration concentration).

The political science major (no concentration) offers students an understanding of governmental structures and political processes in their own country and in other parts of the world. This program provides a foundation for graduate work in political science, public administration and international affairs, for the study of law, and for professional careers in teaching and in the public and private sectors.

The political science major (international affairs concentration) offers students an understanding of the structures and processes that govern political and economic relations among global actors. This program provides a foundation for graduate work in international politics, international business and economics, international law and organization, and for a professional career in these fields.

The political science major (legal studies concentration) offers students a background for professional careers in the field of

law. This program provides a foundation for law school and for paralegal studies.

The political science major (American politics concentration) offers students a broad understanding of American politics. The concentration is designed to provide strong undergraduate scientific education in preparation for entry into advanced degree programs and professional careers in public service, private institutions and political organizations in the United States.

The political science major (public administration concentration) prepares students for a career focus in the public and nonprofit sectors at the federal, state, and local levels. The concentration is designed for those students who wish to pursue a Master of Public Administration degree and/or a career in this field.

## BACHELOR OF ARTS

The Department of Political Science offers the Bachelor of Arts degree in political science.

## POLITICAL SCIENCE CORE COURSES

All political science majors, regardless of their concentration, **must complete** 21 credits by taking the following core courses.

	Credits
POLI 172 Introduction to American Government .....	3
POLI 250 Research Methods in Political Science .....	3
POLI 260 International Relations .....	3
POLI 274 Western Political Thought-Plato to the Present .....	3
POLI 275 Comparative Government .....	3
POLI 277 American Government: State and Local .....	3
POLI 475 Senior Seminar in Political Science (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
Note: Only three credits in each of the following may be applied to the major, regardless of concentration and minor: POLI 498 Internship in Political Science; POLI 499 Directed Study in Political Science; practicum in political science (including POLI 301 Model Senate Practicum and POLI 302 Moot Court and Mock Trial Practicum)	

Total minimum credits in political science CORE: 21

### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements for the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minor but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## POLITICAL SCIENCE MAJOR

### No Concentration

A student choosing the political science major (no concentration) **must complete** the political science major CORE courses (21 credits) and 15 credits (five courses) at the POLI 300 or 400 level.

Total minimum credits: 36

## POLITICAL SCIENCE MAJOR

### American Politics Concentration

A student choosing the political science major (American politics concentration) **must complete** the CORE courses above and the concentration requirements below:

	Credits
Political Science CORE courses .....	21
A minimum of one course <i>must</i> be selected from the following .....	3
POLI 341 Constitutional Law and Politics The Powers of Government	
POLI 372 Legislative Process and Procedure	
POLI 391 The American Presidency	
In addition, a minimum of one course <i>must</i> be selected from the following.....	3
POLI 375 American Political Parties and Interest Groups	
POLI 379 Voters, Elections and Campaigns	
POLI 380 Public Opinion and Mass Political Behavior	
In addition, students choosing the American politics concentration must select electives (other than those taken in the categories above) from the course menu below to meet the 15 credit requirement of the concentration .....	9
POLI 341 Constitutional Law and Politics: The Powers of Government	
POLI 342 Constitutional Law and Politics: The First Amendment	
POLI 343 Constitutional Law and Politics: Liberty and Equality	
POLI 344 Constitutional Law and Politics: Rights of the Accused	
POLI/COMM 364 Political Communication	
POLI 368 American Political Thought	
POLI 372 Legislative Process and Procedure	
POLI 375 American Political Parties and Interest Groups	
POLI 376 Urban Politics	
POLI 379 Voters, Elections and Campaigns	
POLI 380 Public Opinion and Mass Political Behavior	
POLI 389 Racial Politics in the United States	
POLI 391 The American Presidency	
POLI 476 Women and Politics	
POLI 479 Public Policy	
POLI 485 Honors Thesis in Political Science	
POLI 498 Internship in Political Science (three credits only)	
Total minimum credits:	36

## POLITICAL SCIENCE MAJOR

### International Affairs Concentration

A student choosing the political science major (international affairs concentration) **must complete** the CORE courses above and the concentration requirements below:

	Credits
Political Science CORE courses .....	21
POLI 384 United States Foreign Policy .....	3
POLI 473 International Organization.....	3
Choose one course from the following.....	3
POLI 370 Canadian Foreign Policy: Actors and Issues	
POLI 377 Canadian-American Political Relations	
POLI 386 Canadian Politics	
Choose one course from the following.....	3
POLI 330 Asian Politics	
POLI 381 United States-Latin American Relations	
POLI 382 Latin American Government and Politics	
POLI 385 Government and Politics in the Middle East	
POLI 387 Government and Politics of Africa	
POLI 388 Government and Politics of Eastern Europe	
Choose one course from the following.....	3
POLI 361 International Political Economy	
POLI 365 International Politics of the Environment	
POLI 455 Totalitarian Political Systems: Dictators and the Reign of Terror	
POLI 485 Honors Thesis in Political Science	
POLI 488 Politics and Development in the Third World	
POLI 498 Internship in Political Science (three credits only)	
Total minimum credits:	36

## POLITICAL SCIENCE MAJOR

### Legal Studies Concentration

A student choosing the political science major (legal studies concentration) **must complete** the CORE courses above and the concentration requirements below:

	CREDITS
Political Science CORE courses .....	21
All of the following:	
POLI 285 Law and the Judicial Process.....	3
POLI 341 Constitutional Law and Politics: The Powers of Government.....	3
POLI 372 Legislative Process and Procedure.....	3
One course selected from the following .....	3
POLI 342 Constitutional Law and Politics: The First Amendment	
POLI 343 Constitutional Law and Politics: Liberty and Equality	
POLI 344 Constitutional Law and Politics: Rights of the Accused	
POLI 495 Administrative Law and Regulation	
One course selected from the following .....	3
PHIL 222 Philosophy of Law	
PHIL 235 Human Rights and Human Liberties	



- POLI/ECON 340 Law and Economics
- POLI 400 Special Topics in Political Science\*
- POLI 485 Honors Thesis in Political Science\*
- POLI 498 Internship in Political Science (three credits only)\*

\* Credit earned will count toward the legal studies concentration only if a significant portion of the course content or internship is related to the law. A determination as to whether the course or internship meets this requirement will be made by the department chairperson. If the chairperson concludes that the course or internship is not sufficiently related to the law, then the course or internship will not satisfy this requirement of the legal studies concentration.

Total minimum credits: 36

## POLITICAL SCIENCE MAJOR

### Public Administration Concentration

A student choosing the political science major (public administration concentration) **must complete** the CORE courses above and the concentration requirements below:

	Credits
Political Science CORE courses .....	21
POLI 279 Introduction to Public Administration .....	3
POLI 390 Public Finance .....	3
Three courses selected from the following .....	9
POLI 201 Citizenship and Community Leadership	
POLI 376 Urban Politics	
POLI 400 Special Topics in Political Science*	
POLI 479 Public Policy	
POLI 485 Honors Thesis in Political Science	
POLI 495 Administrative Law and Regulation	
POLI 479 Public Policy	
POLI 498 Internship in Political Science (three credits only)*	

\* Credit earned will count toward the public administration concentration only if a significant portion of the course content or internship is related to public administration. A determination as to whether the course or internship meets this requirement will be made by the department chairperson. If the chairperson concludes that the course or internship is not sufficiently related to public administration, the course or internship will not satisfy the requirement of the public administration concentration.

Total minimum credits: 36

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in political science and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

## POLITICAL SCIENCE MINOR

A student may qualify as a political science minor by completing the following requirements:

	Credits
POLI 172 Introduction to American Government .....	3
POLI 260 International Relations .....	3
POLI 274 Western Political Thought-Plato to the Present.....	3
POLI 275 Comparative Government.....	3
Three electives, at least one of which must be at the POLI 300 - 400 level.....	9
Only three credits of internship or directed study may be applied toward the minor.	

### Grade Requirement

No grade lower than a "C-" in a political science (POLI) course may be used to fulfill the requirements for the political science major or minor. Students receiving a "D" or "F" in a political science course may continue as political science majors or minor but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same area for the major or minor.

Total minimum credits: 21

## INTERNSHIP PROGRAM

An internship program in political science is available to all students, majors and nonmajors, who meet the program criteria. A wide range of assignments are available with federal, state and local governments and nonprofit organizations. Assignment to the internship program is based on application to and subsequent selection by the internship supervisor. Application procedures follow college policy (see section on "Internships" in the "Undergraduate Academic Experience" section of this catalog). To be eligible for an internship, a political science major or minor must have already completed POLI 172 and a 300-level political science course and must receive the consent of the internship supervisor. Non-political science majors and minors must have the approval of their major adviser and the political science internship supervisor and must have taken one political science course. Interns must have achieved at least a junior standing. Credits shall be limited to three unless more are approved by the Department of Political Science. However, only three credits may apply to the major or the minor. It is recommended that those students with an interest in the program confer with the internship supervisor as soon as possible in the semester before their proposed internship.

## HONORS PROGRAM

The honors program in political science provides highly motivated political science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in political science. Contact the Department of Political Science for further information concerning eligibility and application.



PI SIGMA ALPHA

The Department of Political Science has a chapter (the Pi Upsilon Chapter) of Pi Sigma Alpha, the national political science honor society. Each year, the political science faculty selects and invites political science majors who are juniors and seniors and who have demonstrated outstanding academic accomplishments to join. Each initiate receives an inscribed certificate of membership.

GRADUATE PROGRAMS

MASTER OF PUBLIC ADMINISTRATION

The Department of Political Science offers the Master of Public Administration (MPA) degree. The MPA program provides professional education to prepare persons for leadership roles in public administration and public affairs at the federal, state and local levels with flexible career opportunities in both the public and nonprofit sectors.

Program Description

Course work

The MPA program accommodates the needs of both precareer students and in-career professionals by offering alternative program requirements that take into account the student's academic and professional background. Students with a bachelor's degree and no professional work experience are expected to complete a 45-credit-hour degree program (including six hours of professional internship), while in-career professionals are expected to complete a 39-credit-hour program. Up to six hours of appropriate graduate course work taken elsewhere may be transferred into the degree program.

The MPA Curriculum

Both precareer and in-career students must complete a 24-hour MPA core curriculum component of the degree program. These courses are:

	Credits
POLI 501 Introduction to Public Institutions and Administration.....	3
POLI 510 Introduction to Research in Public Administration .....	3
POLI 511 Program Evaluation and Policy Analysis.....	3
POLI 521 Public Finance .....	3
POLI 531 Public Personnel.....	3
POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions.....	3
POLI 541 Legislative-Executive Relations .....	3
or	
POLI 542 Administrative Law and Regulation .....	
POLI 591 Capstone Seminar in Public Administration .....	3
All students are also required to complete 15 hours of electives of which three credits must be in POLI 506 Public Administration module. Precareer students must complete an additional six hours in POLI 598 Internship in Public Administration.....	
	15
Total minimum credits:	39

Concentrations

There are two areas in which an MPA candidate may concentrate; elective courses are available in each of the areas. As an alternative to earning a degree within a concentration area, students may pursue a generalist MPA track. For students seeking to earn a degree in a concentration, a minimum of three elective courses must be taken in the substantive area. The substantive concentration areas are as follows:

- Civic and Nonprofit Leadership and Administration
- Sustainable Community Development

An additional three hours must be taken in three one-credit professional development modules.

Admission Requirements

Detailed information about admissions is provided in the "School of Graduate Studies" section of the catalog.

- A bachelor's degree from a four-year accredited college or university; if the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree
- A minimum undergraduate GPA of 2.75, an acceptable GRE score and an interview with the MPA program faculty. To receive a clear admit status, MPA applicants must have a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test
- A résumé
- Three letters of recommendation should come from professors or practitioners familiar with the student's academic ability. Students failing to meet the standard graduate admissions criteria may also be considered on a conditional basis of acceptance
- Official transcripts of all undergraduate and graduate course work

Contact the School of Graduate Studies to receive a catalog and application material.

MASTER OF PUBLIC ADMINISTRATION

No Concentration

Core Courses	Credits
POLI 501 Introduction to Public Institutions and Administration.....	3
POLI 510 Introduction to Research in Public Administration.....	3
POLI 511 Program Evaluation and Policy Analysis.....	3
POLI 521 Public Finance .....	3
POLI 531 Public Personnel.....	3
POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions.....	3
POLI 541 Legislative-Executive Relations.....	3
or	
POLI 542 Administrative Law and Regulation .....	
POLI 591 Capstone Seminar in Public Administration .....	3



**Electives**..... 15  
As part of the 15 credits required in electives, each student must take three one-credit professional development modules (POLI 506 Public Administration Module)

The remaining 12 credits in electives must be selected, with adviser approval, from the 500-level Political Science (POLI) course offerings.

Total minimum credit: 39

**Internship**

Students with a bachelor’s degree and no professional work experience must complete a six-credit internship in addition to the requirements above..... 6

NOTE: Internship (598), directed study or research (503 and 502), and special topics (592) in political science credits may be applied to the four elective courses and other concentration requirements only if they are related to the student’s concentration. This determination is made by the MPA coordinator.

Total minimum credits: 45

**MASTER OF PUBLIC ADMINISTRATION**

**Civic and Nonprofit Leadership and Administration Concentration**

The purpose of the civic and nonprofit leadership and administration concentration is to develop leadership and administrative skills in strengthening organizational capacity, fostering civic and democratic life, and building social capital through understanding of the historical, political, economic, social and technological aspects of civic and nonprofit organizations.

Core Courses	Credits
POLI 501 Introduction to Public Institutions and Administration.....	3
POLI 510 Introduction to Research in Public Administration.....	3
POLI 511 Program Evaluation and Policy Analysis.....	3
POLI 521 Public Finance .....	3
POLI 531 Public Personnel.....	3
POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions.....	3
POLI 541 Legislative-Executive Relations .....	3
or	
POLI 542 Administrative Law and Regulation	
POLI 591 Capstone Seminar in Public Administration .....	3

**Electives**..... 15  
As part of the 15 credits required in electives, each student must take three one-credit professional development modules (POLI 506 Public Administration Module)

The remaining 12 credits in electives must be selected from the courses listed below:

POLI 502 Research  
 POLI 503 Directed Study  
 POLI 513 Strategic Planning and Performance Measurement in Public Administration  
 POLI 533 Administrative Ethics  
 POLI 534 Public Service Leadership  
 POLI 571 Introduction to Nonprofit Theory and Management

POLI 572 Strategies for Successful Nonprofits: Fundraising  
 POLI 592 Special Topics in Public Administration  
 POLI 598 Internship: Public Administration

Total minimum credits: 39

**Internship**

Students with a bachelor’s degree and no professional work experience must complete a six-credit internship in addition to the requirements above..... 6

NOTE: Internship (598), directed study or research (503 and 502), and special topics (592) in political science credits may be applied to the four elective courses and other concentration requirements only if they are related to the student’s concentration. This determination is made by the MPA coordinator.

Total minimum credits: 45

**MASTER OF PUBLIC ADMINISTRATION**

**Sustainable Community Development Concentration**

The purpose of the sustainable community development concentration is to develop leadership and administrative skills in integrating sustainable economic development, environmental protection, and social well-being at local, regional, national and international levels of governance.

Core Courses	Credits
POLI 501 Introduction to Public Institutions and Administration.....	3
POLI 510 Introduction to Research in Public Administration.....	3
POLI 511 Program Evaluation and Policy Analysis.....	3
POLI 521 Public Finance .....	3
POLI 531 Public Personnel.....	3
POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions.....	3
POLI 541 Legislative-Executive Relations .....	3
or	
POLI 542 Administrative Law and Regulation	
POLI 591 Capstone Seminar in Public Administration .....	3

**Electives**..... 15  
As part of the 15 credits required in electives, each student must take three one-credit professional development modules (POLI 506 Public Administration Module)

The remaining 12 credits in electives must be selected from the courses listed below:

POLI 502 Research  
 POLI 503 Directed Study  
 POLI 513 Strategic Planning and Performance Measurement in Public Administration  
 POLI 533 Administrative Ethics  
 POLI 534 Public Service Leadership  
 POLI 551 Managing Economic and Community Development  
 POLI 552 Municipal Organization and Management  
 POLI 561 Sustainable Development and Globalization in Public Administration  
 POLI 592 Special Topics in Public Administration  
 POLI 598 Internship: Public Administration

Total minimum credits: 39



## Internship

Students with a bachelor's degree and no professional work experience must complete a six-credit internship in addition to the requirements listed above .....(6)

NOTE: Internship (598), directed study or research (503 and 502), and special topics (592) in political science credits may be applied to the four elective courses and other concentration requirements only if they are related to the student's concentration. This determination is made by the MPA coordinator.

Total minimum credits: 45

## Exit Requirement

The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement, which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students' mastery of fundamental principles and issues covered in the core curriculum. Students must have completed at least 30 hours of the degree program to sit for the examination and will have two opportunities to pass the examination.

In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. Students approved for this option must complete the 39- to 45-credit program, depending on their program admission category. The master's thesis will carry an additional six hours of graduate credit. Credit for a public service internship is granted under this option if the student completes both an internship and a thesis plus 39 hours of course work for a total of 51 hours of credit. The thesis option is especially appropriate for students wishing to pursue a doctorate after completing the MPA, but is open to all students who meet the criteria established by the department. Departmental standards require the student to work closely with his/her adviser and to phase the work so that the project proposal is carefully designed and approved before the student advances to the next stage.

## Distinctive Features of the Program

- Professional Development Modules  
The program requires that students register for a minimum of three one-credit modules, offered each semester on topics of special relevance to public service. Normally these modules are taught on Saturdays during the semester.
- Internships  
A six-credit internship experience (depending upon professional experience) at the local, state or federal level is required for all preprofessional students and will be available as an elective for those professionals who wish to enhance their background.



## FACULTY

**Chairperson:** Assistant Professor Jonathan Holmes

**Graduate Program Coordinator:**

Associate Professor John Calicchia

**Professors:** Elizabeth Englander, Ruth Hannon, Margaret Johnson, Orlando Olivares, David Richards, Susan Todd

**Associate Professors:** Teresa King, Sandra Nearnard, Jeffrey Nicholas, Elizabeth Spievak

**Assistant Professors:** Tina Jameson, Michelle Mamberg, Amanda Shyne, Melissa Singer

**Department Telephone Number:** 508.531.1385

**Location:** Hart Hall, Room 325

**Web site:** [www.bridgew.edu/psychology](http://www.bridgew.edu/psychology)

## DEGREE PROGRAMS

- BS in Psychology  
Concentrations: Child Psychology, Industrial and Organizational Psychology, Medical and Health Psychology
- MA - Psychology

## UNDERGRADUATE MINORS

- Psychology
  - Forensic Psychology\*
- \*Interdisciplinary Minor

## UNDERGRADUATE PROGRAM

### BACHELOR OF SCIENCE

The objectives of the Department of Psychology are to  
1) provide all students with an understanding of psychology and what psychologists do; 2) give students (where applicable) a background in psychology that will help them do their jobs better; 3) give our terminal majors sufficient training to enhance their opportunities for vocational placement in psychology-related occupations; 4) give our majors who intend to become professional psychologists sufficient preparation to permit them to be competitive in achieving admission to and success in graduate schools.

Note: The Bachelor of Arts in Psychology is inactive.

### PSYCHOLOGY MAJOR

Grade Requirement	Credits
A psychology major who receives a "C" or below in any psychology (PSYC) course applied to the major must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.	
PSYC 100 Introductory Psychology .....	3
PSYC 201 Statistics for Psychology .....	3
or	
MATH 110 Elementary Statistics I (MAT 110 Elementary Statistics I is accepted but not recommended)	

PSYC 224 Child Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle	
PSYC 242 Biopsychology .....	3
PSYC 252 Psychology of Learning .....	3
PSYC 310 Social Psychology .....	3
PSYC 320 Research Methods in Psychology .....	3
PSYC 360 Psychology of Personality .....	3
In addition, psychology majors must select five elective courses as follows:	

### Advanced Psychological Studies

Select one of the following courses.....	3
PSYC 303 Survey of Psychological Testing	
PSYC 319 History of Psychology	
PSYC 350 Special Topics in Psychology	
PSYC 404 Attitude and Personality Measurement	
PSYC 421 Psychology of Human Differences	
PSYC 460 Neuropsychology	
PSYC 490 Senior Seminar (Writing Intensive in the Major Core Curriculum Requirement-CWRM)	

### Biobehavioral, Cognitive, and Social Psychological Studies

Select one of the following courses.....	3
PSYC 210 Applied Social Psychology	
PSYC 230 Cross-Cultural Psychology	
PSYC 280 Consumer Psychology	
PSYC 305 Psychology of Personnel Selection	
PSYC 313 Industrial and Organizational Psychology	
PSYC 337 Cognitive Psychology	
PSYC 344 Drugs and Human Behavior	
PSYC 355 Behavior Analysis	
PSYC 385 Environmental Psychology	
PSYC 440 Sensation and Perception	
PSYC 445 Psychology of Consciousness	
PSYC 474 Forensic Psychology	

### Clinical Studies and Practicum and Research

Select one of the following courses.....	3
PSYC 269 Psychology of Criminal Behavior	
PSYC 365 Health Psychology	
PSYC 370 Abnormal Psychology	
PSYC 470 Clinical Psychology	
PSYC 475 Psychology of Group Behavior	
PSYC 492 Seminar: Clinical Methods in Medical Psychology	
PSYC 494 Clinical Practicum: Forensic Psychology	
PSYC 495 Practicum: Medical Psychology	
PSYC 496 Personnel Practicum	
PSYC 497 Research	
PSYC 498 Clinical Practicum	
PSYC 499 Directed Study in Psychology	

### Additional Electives

Any two psychology courses.....	6
---------------------------------	---



### Cognate Requirement

- One biology laboratory course from the following ..... 4
  - BIOL 100 General Principles of Biology
  - BIOL 102 Introduction to Zoology
  - BIOL 121 General Biology I

Total minimum credits: 43

Students enrolled prior to fall 1987 and transfer students enrolled prior to September 1989 are required to complete a foreign language through the intermediate level or its equivalent.

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### CHILD PSYCHOLOGY CONCENTRATION

The concentration in child psychology provides students with a more specialized education in the field of child psychology and development and knowledge of psychological testing and interventions used with children.

#### Grade Requirement

A psychology major must receive a "C" or better in any psychology (PSYC) course applied to the major. Otherwise, a student must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

	Credits
PSYC 100 Introductory Psychology .....	3
PSYC 201 Statistics for Psychology .....	3
(MATH 110 Elementary Statistics I is accepted but not recommended)	
PSYC 224 Child Psychology .....	3
PSYC 242 Biopsychology .....	3
PSYC 252 Psychology of Learning .....	3
PSYC 310 Social Psychology .....	3
PSYC 320 Research Methods in Psychology .....	3
PSYC 360 Psychology of Personality .....	3
Choose one (Testing) .....	3
PSYC 303 Survey of Psychological Testing	
PSYC 404 Attitude and Personality Measurement	
PSYC 421 Psychology of Human Differences	
Choose one (Cognitive Development) .....	3
PSYC 327 Psychology of Exceptional Children	
PSYC 328 Psychology of Mental Retardation	
PSYC 337 Cognitive Psychology	
Choose one (Biological Development in Children) .....	4
BIOL 100 General Principles of Biology	
BIOL 102 Introduction to Zoology	
Choose one (Abnormal Psychology) .....	3
PSYC 325 Developmental Psychopathology	

- PSYC 370 Abnormal Psychology
- Choose one (Elective)..... 3
  - (Note: PSYC 226 and PSYC 227 may not be taken as an elective. See below.)
  - PSYC 210 Applied Social Psychology
  - PSYC 230 Cross-Cultural Psychology
  - PSYC 269 Psychology of Criminal Behavior
  - PSYC 319 History of Psychology
  - PSYC 344 Drugs and Human Behavior
  - PSYC 350 Special Topics in Psychology
  - PSYC 355 Behavior Analysis
  - PSYC 365 Health Psychology
  - PSYC 385 Environmental Psychology
  - PSYC 470 Clinical Psychology
  - PSYC 490 Senior Seminar (Writing Intensive in the Major Core Curriculum Requirement-CWRM)

- Choose one..... 3
  - SCWK 334 Intervention with Family Systems
  - SCWK 392 Treating Childhood Sexual Abuse
  - SOCI 103 Social Problems
  - SOCI 203 The Family
  - SOCI 322 Sociology of Childhood

The following courses may be taken but will not be counted toward the minimum major requirements and the child psychology concentration requirements.

- PSYC 226 Adolescent Psychology
- PSYC 227 Development Through the Life Cycle
- Note: To substitute PSYC 350 Special Topics in Psychology for any requirement on this list, a student must have the permission of his or her adviser and the chairperson of the Department of Psychology.

Total minimum credits: 43

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



INDUSTRIAL AND ORGANIZATIONAL  
PSYCHOLOGY CONCENTRATION

This concentration will provide students with an understanding of the psychological principles related to personnel work and the application of these principles to business and industry.

Grade Requirement

A psychology major must receive a "C" or better in any psychology (PSYC) course applied to the major. Otherwise, a student must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

	Credits
PSYC 100 Introductory Psychology .....	3
PSYC 201 Statistics for Psychology .....	3
(MATH 110 Elementary Statistics I is accepted but not recommended)	
PSYC 227 Development Through the Life Cycle .....	3
PSYC 242 Biopsychology .....	3
PSYC 252 Psychology of Learning .....	3
PSYC 310 Social Psychology .....	3
PSYC 320 Research Methods in Psychology .....	3
PSYC 360 Psychology of Personality .....	3

Additional requirements

PSYC 210 Applied Social Psychology.....	3
PSYC 303 Survey of Psychological Testing.....	3
or	
PSYC 404 Attitude and Personality Measurement	
PSYC 305 Psychology of Personnel Selection .....	3
PSYC 313 Industrial and Organizational Psychology .....	3
PSYC 321 Psychology of Human Differences .....	3
PSYC 496 Personnel Practicum.....	3
One biology laboratory course from the following .....	4
BIOL 100 General Principles of Biology	
BIOL 102 Introduction to Zoology	
BIOL 121 General Biology I	

Also required

ACFI 240 Principles of Accounting I .....	3
or	
COMP 105 Computers and Their Applications: An Introduction	
ENGL 201 Technical Writing I .....	3
HIST 462 American Labor History .....	3
SOCI 332 Sociology of Organizations .....	3
or	
SOCI 350 Sociology of Work	
One course from the following.....	3
COMM 303 Introduction to Organizational Communication	
ECON 101 Principles of Microeconomics	
ECON 102 Principles of Macroeconomics	

Total minimum credits: 61

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MEDICAL AND HEALTH PSYCHOLOGY  
CONCENTRATION

Grade Requirement

A psychology major must receive a "C" or better in any psychology (PSYC) course applied to the major. Otherwise, a student must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

	Credits
PSYC 100 Introductory Psychology .....	3
PSYC 201 Statistics for Psychology .....	3
(MATH 110 Elementary Statistics I is accepted but not recommended)	
PSYC 227 Development Through the Life Cycle .....	3
PSYC 242 Biopsychology .....	3
PSYC 252 Psychology of Learning .....	3
PSYC 310 Social Psychology .....	3
PSYC 320 Research Methods in Psychology .....	3
PSYC 360 Psychology of Personality .....	3

Additional requirements

PSYC 303 Survey of Psychological Testing .....	3
PSYC 344 Drugs and Human Behavior .....	3
or	
PSYC 355 Behavior Analysis	
PSYC 365 Health Psychology .....	3
PSYC 492 Seminar: Clinical Methods in Medical Psychology.....	3
PSYC 495 Practicum: Medical Psychology.....	3
One biology laboratory course from the following .....	4
BIOL 100 General Principles of Biology	
BIOL 102 Introduction to Zoology	
BIOL 121 General Biology I	

Also required

ANTH 330 Medical Anthropology.....	3
or	
SOCI 307 Medical Sociology	
CHEM 102 Chemistry in Everyday Life.....	3
or	
PHYS 102 Modern Physics for the Humanist	
ENGL 201 Technical Writing I .....	3
PHIL 205 Medical Ethics .....	3
SCWK 400 Social Services in the Health Care Field.....	3

Total minimum credits: 61



## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

It is strongly recommended that all psychology majors planning further work in psychology at the graduate level take PSYC 319 History of Psychology. Such students should also elect courses that will develop their computational and writing skills. In addition, some computer literacy is advantageous.

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION

Students may choose a double major in psychology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

## FORENSIC PSYCHOLOGY INTERDISCIPLINARY MINOR

Required Courses	Credits
PSYC 269 Psychology of Criminal Behavior .....	3
PSYC 370 Abnormal Psychology .....	3
PSYC 474 Forensic Psychology .....	3
PSYC 494 Clinical Practicum: Forensic Psychology .....	3
SOCI 228 Criminology .....	3
Select one course from the following electives .....	3
CRJU 354 Corrections	
CRJU/SOCI 255 Juvenile Delinquency	
CRJU/SOCI 334 White Collar Crime	
SOCI 310 Women and Crime	
SOCI 313 Family Violence	

Note: Only two courses may be counted toward the minor that have already been counted toward the student's major.

### Course Sequence

PSYC 100 must be taken before any other PSYC course.  
 PSYC 269 must be taken before PSYC 494.  
 SOCI 228 must be taken before the SOCI elective is taken.  
 For further information concerning the forensic psychology interdisciplinary minor contact Dr. Elizabeth Englander at [eenglander@bridgew.edu](mailto:eenglander@bridgew.edu) or 508.531.1385.

Total minimum credits: 18

PSYCHOLOGY MINOR	Credits
PSYC 100 Introductory Psychology .....	3
Five other psychology courses to fit the needs of the individual student .....	15
Total minimum credits:	18

## HONORS PROGRAM

The honors program in psychology provides highly motivated psychology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in psychology. Contact the Department of Psychology for further information concerning eligibility and application.

## GRADUATE PROGRAM

### MASTER OF ARTS

The Department of Psychology offers a graduate program leading to the Master of Arts in psychology. This program, which prepares the student to sit for the examination for licensure as a mental health counselor in Massachusetts, equips students to help individuals who may have a variety of behavioral, cognitive and emotional challenges. It may also serve as a steppingstone to further graduate training (PhD or PsyD).

The Master of Arts degree in psychology is a clinical program with a curriculum designed to provide a firm foundation in the understanding of human behavior and clinical disorders, as well as specific skills in psychotherapy and psychological assessment. Research methods and statistics are emphasized as essential tools for clinical professionals – e.g., in performing clinical outcome studies and program evaluations, and in staying current with the empirical literature. Students are exposed to a range of empirically supported therapeutic methods, with special emphasis on cognitive-behavioral techniques. Experiential learning is an essential component of the program, with 15 credits of practica and internships required.

### Admission Requirements

- GRE General test scores
- Three letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- Applicants must possess an undergraduate degree in either psychology or a closely related field
- A minimum undergraduate GPA of 3.0, above-average GRE scores and some experience in the field
- Final candidates will also receive a personal interview from the Admissions Committee



### Requirements for the Degree

Students must complete a minimum of 61 approved graduate credits for the Master of Arts degree in psychology. Students must complete a written comprehensive examination before graduation. Students who complete a thesis may substitute their oral defense for the written examination.

All students will complete a minimum 45-credit academic core and 15-credit clinical core (including practicum and internship).

- **Academic Core**

#### First Year Courses

The following courses *must* be taken within the Department of Psychology.

Fall	Credits
PSYC 505 Research Methods and Design I .....	3
PSYC 509 Foundations of Clinical Practice .....	3
PSYC 511 Theories of Psychotherapy .....	3

#### Spring

PSYC 506 Research Methods and Design II .....	3
PSYC 512 Evaluation Techniques.....	3
PSYC 575 Psychopathology .....	3

#### Second Year Courses

First year courses must be completed before beginning second year courses.

#### Fall

PSYC 500 Developmental Human Psychology .....	3
PSYC 541 Psychotherapy: Theory and Practice I .....	3

#### Spring

PSYC 513 Psychopharmacology for Nonmedical Professionals .....	3
PSYC 542 Psychotherapy: Theory and Practice II .....	3

- **Other Program Requirements**

The following courses may be taken at any time, assuming any prerequisites have been met.

PSYC 508 Advanced Seminar .....	3
PSYC 516 Multicultural Counseling .....	3
PSYC 517 Career Information and Placement.....	3
PSYC 518 Theory and Process of Group Interaction .....	3

- **Seminar and Research**

All students are required to complete one of the following two courses.

PSYC 504 Research (Thesis).....	4
or	
PSYC 508 Advanced Seminar	

- **Clinical Core**

All students must complete 100 hours of practicum and 600 hours of internship.

PSYC 591 Clinical Practicum .....	3
-----------------------------------	---

PSYC 592 Internship (maximum of six credits each semester) .....	12
---	----

Important: Only 500-level courses will be accepted for credit in the MA program in psychology. Matriculating students may not transfer any second year courses into the program.

Under current guidelines established by the commonwealth, students completing the program of study in psychology will be eligible (after completing the required number of post-graduate supervised clinical hours) to sit for the examination for licensure as a mental health counselor in Massachusetts.

Total minimum credits: 61



## FACULTY

**Chairperson and Graduate Program Coordinator:**  
Professor Spencer Zeiger

**Professors:** Rebecca Leavitt, Anna Martin-Jerald

**Associate Professors:** Mark Brenner, Lucinda King-Frode,  
Beverly Lovett

**Assistant Professors:** Arnaa Alcon, Barbara Bond,  
Emily Douglas, Karen Fein, Sabrina Gentlewarrior,  
Jude Gonsalvez, Emily Mann, David O'Malley

**Department Telephone Number:** 508.531.1389

**Location:** Burrill Office Complex

**Web site:** [www.bridgew.edu/socialwork](http://www.bridgew.edu/socialwork)

## DEGREE PROGRAMS

- BS in Social Work
- MSW Social Work

## UNDERGRADUATE MINOR

- Social Welfare

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE

The Department of Social Work offers an undergraduate program leading to the Bachelor of Science degree. A minor in social welfare is also available. The curriculum is designed to prepare students for beginning generalist professional practice in social work and other human service fields. Students learn social work methods, theories, values and ethics for practice with various populations and, especially, with the region's diverse and vulnerable populations. The program builds on a liberal arts perspective, providing students with a foundation for critical thinking, effective communication and ethical behavior that will be of daily importance to them in professional practice.

Career opportunities are vast and varied and include positions in child protective services, juvenile justice and mental health; domestic abuse, family court and probation; residential settings in chronic care and elder services. Social work majors also complete the program well prepared for graduate study and may be eligible for consideration for advanced standing at some graduate schools of social work.

The college's programs within the Department of Social Work, both the BS and MSW degrees, are accredited by the Council on Social Work Education, allowing graduates to apply for social work licensure in Massachusetts at the licensed social worker (LSW) level after completing their bachelor's degree and at the LCSW level after completing their MSW degree.

The program integrates theory with field experience through three required courses held in conjunction with a variety of community social service agencies. SCWK 250 Introduction to Social Welfare acquaints students with the field as they participate in 30 hours of community service in a social service agency. In

SCWK 338 Introduction to Social Work Practice, students spend a minimum of 90 hours during one semester at an agency learning how it functions and about the professional roles of social workers. This course lays the foundation for the senior year field experience course (SCWK 498). The field experience meets from September through May and entails a minimum of 410 hours under the supervision of a professional social worker at the Master of Social Work level. Each of these courses is described in detail in the "Course Descriptions" section of this catalog.

Note: The Bachelor of Arts in Social Work is inactive.

## SOCIAL WORK MAJOR

### Grade Requirement

A minimum grade of "C-" is required in all social work (SCWK) and cognate courses required in the major coursework with a grade lower than "C-" must be repeated prior to graduation. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

	Credits
SCWK 250 Introduction to Social Welfare.....	3
SCWK 270 Social Work Issues of Diversity and Oppression.....	3
SCWK 320 Human Behavior and Social Environment I.....	3
SCWK 321 Human Behavior and Social Environment II.....	3
SCWK 338 Introduction to Social Work Practice .....	3
SCWK 350 Social Welfare Policy.....	3
SCWK 375 Data Analysis for Social Work.....	3
or	
PSYC 201 Statistics for Psychology	
or	
SOCI 391 Seminar: Social Data Analysis	
SCWK 380 Research Methods in Social Work.....	3
SCWK 431 Social Work Practice with Individuals, Families and Groups .....	3
SCWK 432 Social Work Practice with Communities and Organizations .....	3
SCWK 498 Field Experience in Social Work (two semesters; six credits each semester) .....	12
<b>Elective</b>	
One course in social work.....	3
<b>Required cognates</b>	
PSYC 100 Introductory Psychology .....	3
SOCI 102 Introduction to Sociology .....	3
One semester in a biology course (choose one).....	3
BIOL 100 General Principles of Biology	
BIOL 102 Introduction to Zoology	
BIOL 110 Biology: A Human Approach	
BIOL 111 Human Heredity	
BIOL 112 Biology and Human Thought	
BIOL 115 Microbial World and You	
BIOL 117 The Biological Environment	
BIOL 121 General Biology I	
BIOL 128 The Biology of Human Sexuality	



## Recommended Social Work Electives

- SCWK/WMST 304 The Psychosocial Development of Women
  - SCWK 305 Child Welfare
  - SCWK 333 Current Issues in Aging: A Multidisciplinary Perspective
  - SCWK 334 Intervention with Family Systems
  - SCWK 376 Social Work with Adolescents and Young Adults
  - SCWK 392 Treating Childhood Sexual Abuse
  - SCWK 399 Special Topics in Social Work
  - SCWK 415 Social Services in Alcohol and Substance Abuse
  - SCWK 435 School Social Work – History, Theory and Issues
  - SCWK 446 Social Work Practice with Groups
  - SCWK 499 Directed Study in Social Work
- Total minimum credits: 54

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## HONORS PROGRAM

The honors program in social work provides highly motivated social work majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in social work. Contact the Department of Social Work for further information concerning eligibility and application.

## SOCIAL WELFARE MINOR

This minor seeks to acquaint students in majors and preprofessional programs that interface with social work (e.g., sociology, psychology, anthropology, health, education, counseling, business, prelaw, premedicine, recreation) with the evolution of the social welfare structure in the United States (SCWK 250), the policies that result in social welfare programs (SCWK 350) and populations at particular risk (SCWK 270).

### Required courses

	Credits
SCWK 250 Introduction to Social Welfare .....	3
SCWK 270 Social Work Issues of Diversity and Oppression.....	3
SCWK 320 Human Behavior and Social Environment I.....	3
SCWK 350 Social Welfare Policy.....	3
Six additional credits in social work elective courses with the exception of SCWK 338, SCWK 431, SCWK 432 and SCWK 498.....	6
Total minimum credits:	18

## ADMISSION TO THE SOCIAL WORK PROGRAM

### Admission Requirements

To be formally admitted to the social work program, a student must:

- Meet with an assigned social work adviser.
- Complete a minimum of 36 hours of Core Curriculum Requirements that include ENGL 101 Writing I and ENGL 102 Writing II, COMM 130 Human Communication Skills, SOCI 102 Introduction to Sociology, and a biology course (see list under Required Cognates). PSYC 100 Introductory Psychology is also required.
- Have completed 60 hours of course work with a minimum overall GPA of 2.5 and a minimum GPA of 2.7 in social work. Students with a GPA between 2.0 and 2.5 may petition the social work program admissions committee that they be accepted into the major due to special circumstances. If the decision of the committee is favorable, such students will be granted *conditional acceptance* only to the program.
- Have completed SCWK 250 and SCWK 270 with a social work course GPA (not including cognates) of 2.7 and no social work course grades below "C-". Students falling slightly below these standards will have their grade performance reviewed by the social work program admission committee.
- Demonstrate competency in oral and written communication since such skills are fundamental to and utilized in everyday social work practice. Students must have completed ENGL 101 Writing I, ENGL 102 Writing II and COMM 130 Human Communication skills with a minimum grade of "C+" in each course. A grade of "C" or "C-" in one of these courses may be accepted if the student agrees to consult the Writing Center and give proof that basic skill problems in a given area are identified and addressed.
- Complete an application for admission to the social work program. This application includes basic biographical data, information on employment and volunteer experiences, and a two-to-four-page self-evaluation of the student's interest, readiness and suitability for a career in social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of social work. The application is available through the student's assigned faculty adviser in the Department of Social Work. The application should be reviewed by the student's adviser and an additional social work faculty member.
- Submit a copy of his/her degree audit that provides an up-to-date indication of cumulative and social work GPAs.
- Be successfully reviewed by the social work faculty. All information obtained through the admission process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.



- Sign a statement indicating that he/she has read and will follow the National Association of Social Worker's Code of Ethics. This code is printed in the Encyclopedia of Social Work and is available through the NASW Web site ([www.naswdc.org](http://www.naswdc.org)).

Applicants are notified in writing by the social work program admissions committee about the outcome of the admission process.

Only social work courses from four-year colleges accredited by the Council on Social Work Education will be granted equivalency credit with the possible exception of SCWK 250. Transfer students must provide evidence that these courses sufficiently correspond with the goals and objectives specified in courses within the Department of Social Work curriculum. Performance evaluations of any fieldwork courses completed are also required. The only other course exception would be below 300-level required social work course offered on an off-campus site by a Bridgewater State College social work faculty person or other CSWE qualified social work faculty, provided the course is fully duplicative of the same course in the Department of Social Work's curriculum as determined through the official articulated agreement by the faculty after review.

### **Admission to SCWK 338 Introduction to Social Work Practice**

Students are eligible for admission to SCWK 338, the combined initial practice course and junior year field work experience, after being formally admitted into the social work program. They should have completed SCWK 320 or be taking it concurrently. A GPA of 2.7 in social work courses and 2.5 overall must be achieved prior to admission to SCWK 338. Students must also complete the department's Junior Prospective Intern Data Form and the Practicum/Internship Form required by the School of Arts and Sciences.

The social work faculty's field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

### **Admission to SCWK 498 Field Experience in Social Work**

A student is eligible for placement in SCWK 498, the 410+ clock hour senior year fieldwork experience, after being formally admitted into the social work program and after completing SCWK 320 and SCWK 338. In the spring semester each student applying for senior field placement is required to make an appointment with the field coordinator to discuss options and procedures. Applications are due no later than Feb. 15 for placement in the following fall. Placements are from September to May and are not available during the summer. Evening and weekend placements are not available.

All applications for field placement are reviewed by the social work field education review committee. The needs, strengths and interests of the students, as well as availability of agency

and program placement resources, are discussed. Additionally, each applicant is interviewed by the social work field coordinator. Issues of concern that may have been identified during the applicant's program admission interview, if needed, are to be addressed with the applicant. Goals for the student and possible agency options are explored. A particular setting will be recommended on the basis of these variables.

The field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

It is recommended that each student join the National Association of Social Workers during the semester prior to field placement.

### **Retention in the Social Work Major**

Students must remain in full compliance with all requirements, policies and procedures of the Department of Social Work, the college and the Council on Social Work Education. Students may be terminated from the social work program if, in the professional judgement of the social work faculty, violations of professional and/or ethical codes have occurred. These violations are discussed in detail in the department's admission, termination and appeals policies and procedures. Dismissal from two field placements due to unacceptable performance and/or two or more failures in any social work course may result in the termination of the student from the social work program. All students wishing to pursue a major in social work are strongly urged to obtain a copy of this document from the Department of Social Work. Course work with a grade lower than "C-" must be repeated prior to graduation.

## **GRADUATE PROGRAM**

### **MASTER IN SOCIAL WORK**

#### **Mission**

Bridgewater State College's Master in Social Work (MSW) accredited program reflects the purposes of social work education nationally and internationally. The mission of the MSW program is to prepare advanced professional practitioners to address regional needs, promote social justice, and enhance the strengths and resilience of communities, families and individuals. The program will prepare advanced professionals who are grounded in resilience theory and a strengths-based approach for intergenerational practice. This approach will work with client systems by building and reinforcing the client's strengths and resources to address areas of concern. Attention is given to the intergenerational system, to identify what can be done to effect change and strengthen relationships among individuals, groups and community components in order to promote greater self-sufficiency and constructive functioning.



### The Curriculum

In order to prepare graduates to work successfully with a variety of client systems often presenting multiple, complex problems, the MSW program provides a resilience theory and strengths-based approach for intergenerational practice that incorporates content on the profession’s history, purpose and philosophy and a specific body of knowledge, values and skills. The curriculum emphasizes critical and creative thinking that enables alumni to initiate, adapt and evaluate interactions for the demographic and cultural groups in our region.

**The foundation year** includes 30 credits with content on social work values and ethics, diversity and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research and a field practicum. First-year students will take the following courses:

	Credits
SCWK 500 Introduction to Social Welfare Policy: History, Programs and Issues .....	3
SCWK 502 Dynamics of Diversity and Oppression .....	3
SCWK 508 Introduction to Social Policy .....	3
SCWK 510 Human Behavior in the Social Environment I .....	3
SCWK 511 Human Behavior in the Social Environment II.....	3
SCWK 530 Social Work Practice I.....	3
SCWK 531 Social Work Practice II: Groups and Community-based Practice .....	3
SCWK 540 Introductory Social Research.....	3
SCWK 590 Field Practice and Seminar I.....	3
SCWK 591 Field Practice and Seminar II.....	3

**The advanced year**, with 32 credits, broadens and deepens the foundation content while offering students choices among modules or quarter courses that introduce the skills needed to work with particularly vulnerable populations. In some instances, quarter courses may be combined with semester-long courses. Students may also use these electives to take graduate courses outside the Department of Social Work, such as those in the Master of Public Administration, Master of Science in Management, Master of Education in Health Promotion or other approved master’s degree.

The advanced year also offers an integrated seminar that will require students to draw on their foundation course work in human behavior in the social environment, research, policy and practice. Second year students will take the following course.

SCWK 512 Human Behavior in the Social Environment III: DSM-IV-TR .....	3
SCWK 541 Research: Evaluating Practice.....	3
SCWK 550 Social Work Practice III: Intergenerational Strengths-based Practice with Families .....	3
SCWK 551 Social Work Practice IV: Intergenerational Strengths-based Practice with Individuals .....	3
SCWK 570 Integrative Seminar I.....	3
SCWK 572 Social Policy II .....	3
SCWK 592 Field Practice III.....	4
SCWK 593 Field Practice IV .....	4
Electives: four elective courses, 1.5 credits each, for a total of six credits .....	6
Total minimum credits:	62

### Part-time Program

Students electing to complete the MSW degree on a part-time basis must do so in three years, beginning in the fall semester. Designed for students who work during the day, the program offers classes in the evening and on weekends.

### Admission Requirements

The admissions process involves the following components:

- A completed application to the MSW program, available through the School of Graduate Studies. Applications are due on Feb. 1 for fall matriculation.
- An updated résumé
- Official transcripts of all undergraduate and graduate course work
- A personal statement about interest in master’s-level social work practice
- Three letters of reference, ideally from supervisors, faculty members and others able to attest to the applicant’s readiness to undertake graduate education in social work
- Standardized test scores such as the GREs and the MAT are not required, but students are welcome to submit such scores
- Minimum undergraduate GPA of 3.0

The admission committee’s decision will be based on the applicant’s demonstrated academic ability, interpersonal skills and self-awareness – indicators of the likelihood that the applicant can successfully complete the program. In addition, evidence of a commitment to the social work profession and to the mission of the Bridgewater State College MSW program, and of the likely contribution the applicant might make to the citizens of Southeastern Massachusetts will be assessed. Social work requires the ability to withstand difficult emotional challenges, to work with people whose cultural backgrounds and/or personal values differ from one’s own, and to practice in a demanding and changing political and fiscal environment. Special attributes such as linguistic ability compatible with those in the region, a demonstrated commitment working with underserved populations, and particular skills such as those in research and policy implementation will be considered.

### Advanced Standing

Student seeking to enter the program in the second year with full advanced standing must meet all of the requirements listed above. In addition they must have earned a BSW or BA/BS in social work degree from a CSWE-accredited program within the last six years. Students who completed their BSW degrees more than six years ago will be evaluated individually to determine their preparedness for year II. Applicants who wish to transfer into the MSW program after completing year I elsewhere will also be considered for advanced standing. Students entering with full advanced standing will begin their course work in the summer.



## FACULTY

**Chairperson:** Associate Professor Patricia Fanning

**Professors:** Walter Carroll, William Levin, Kim Mac Innis

**Associate Professors:** Fang Deng, Henry Vandenburg

**Assistant Professors:** Jodi Cohen, Michele Wakin,  
Jonathan White

**Department Telephone Number:** 508.531.1355

**Location:** Burrill Office Complex

**Web site:** [www.bridgew.edu/sociology](http://www.bridgew.edu/sociology)

## DEGREE PROGRAM

- BA in Sociology  
Concentrations: City, Community and Region; Education;  
Global Studies

## UNDERGRADUATE MINOR

- Sociology

The Department of Sociology offers a major program in sociology and a minor in sociology. Sociology majors may concentrate in City, Community and Region, Education or Global Studies. Students may also combine a major in sociology with an education major.

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. Career options include positions in the criminal justice system, education, research, industry, and state and federal agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

## UNDERGRADUATE PROGRAMS

### SOCIOLOGY

The Bachelor of Arts degree in sociology is the scientific study of human social relationships. It allows individuals to understand the connections between their own experiences and the society in which they live. In carrying on social life, human beings interact with each other and construct patterns of relationships, groups, classes, institutions and societies. Individuals shape those patterns and those patterns, in turn, shape individuals and their lives. In fact, the central insight of sociology is that social relationships and social interactions shape human behavior, attitudes and resources.

Sociology courses provide students with an understanding of how these social relationships arise, why they persist, what effects they have, and how they maintain social order or

contribute to social change. Students learn the theories and research methods used in sociology. Students have opportunities to engage in collaborative research with faculty members or to participate in internships. These opportunities enable students to deepen and apply what they have learned in classes and enhances their opportunities in the labor market or in graduate school.

Note: The Bachelor of Science degree in sociology is inactive.

## SOCIOLOGY MAJOR

Required Courses	Credits
SOCI 102 Introduction to Sociology .....	3
SOCI 290 Seminar: Social Theory .....	3
SOCI 370 Sociological Analysis (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
SOCI 390 Seminar: Research Methods in Sociology.....	3
SOCI 391 Seminar: Social Data Analysis.....	3
Plus any one of the following.....	3
SOCI 204 Gender, Sexuality and Society	
SOCI 207 Social Inequality	
SOCI 312 Discrimination and Prejudice	
SOCI 315 Race and Ethnicity in America	
SOCI 326 Social Gerontology – Sociology of Aging	
SOCI 330 Women's Roles: Sociology of Sex and Gender	
Plus any one of the following.....	3
SOCI 206 Cities and People: Urban Sociology	
SOCI 305 Sociology of Education	
SOCI 307 Medical Sociology	
SOCI 332 Sociology of Organizations	
SOCI 340 Sociology of Politics	
SOCI 350 Sociology of Work	
Plus any one of the following.....	3
SOCI 104 Global Social Problems	
SOCI 214 Middle Eastern Societies	
SOCI 217 East Asian Societies: China and Japan	
SOCI 218 Chinese Society and Culture	
SOCI 220 The Developing World	
Plus three additional sociology courses, including those not already taken from the above lists, three of which must be at the 200 level or above.....	9
Capstone Requirement.....	3
Students must complete an Honors Thesis (SOCI 485), a research project (SOCI 497) or a three-credit internship (SOCI 498).	

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Total minimum credits: 36



## CITY, COMMUNITY AND REGION CONCENTRATION

Required Courses	Credits
SOCI 102 Introduction to Sociology .....	3
SOCI 206 Cities and People: Urban Sociology .....	3
SOCI 290 Seminar: Social Theory.....	3
SOCI 370 Sociological Analysis (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
SOCI 390 Seminar: Research Methods in Sociology.....	3
SOCI 391 Seminar: Social Data Analysis.....	3
Two of the following courses .....	6
SOCI 211 Homelessness in U.S. Society	
SOCI 351 Sustainable Cities	
SOCI/CRJU 352 Urban Crime	
SOCI 353 Cities in a Global Context	
SOCI 356 Urban Disasters, Resilient Cities	
One of the following courses .....	3
SOCI 207 Social Inequality	
SOCI 315 Race and Ethnicity in America	
SOCI 380 Seminar: Qualitative Methods and Urban Ethnography	
SOCI 410 Sociology of Urban Planning and Policy	
SOCI 426 Urban Enclaves	
Plus one additional sociology course, including those not already taken from the above lists, which must be at the 200-level or above.....	3
Capstone Requirement.....	3
Students must complete an honors thesis (SOCI 485), Seminar: Critical Issues in Sociology (SOCI 486), a research project (SOCI 497) or a three-credit internship (SOCI 498).	
Total minimum credits:	39

## EDUCATION CONCENTRATION

Required Courses	Credits
SOCI 102 Introduction to Sociology .....	3
SOCI 290 Seminar: Social Theory .....	3
SOCI 305 Sociology of Education.....	3
SOCI 332 Sociology of Organizations.....	3
SOCI 370 Sociological Analysis (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
SOCI 390 Seminar: Research Methods in Sociology.....	3
SOCI 391 Seminar: Social Data Analysis.....	3
One course from among the following .....	3
SOCI 322 Sociology of Childhood	
SOCI 323 Sociology of Adolescence	
One course from among the following .....	3
SOCI 204 Gender, Sexuality and Society	
SOCI 207 Social Inequality	
SOCI 312 Discrimination and Prejudice	
SOCI 315 Race and Ethnicity America	
SOCI 330 Women's Roles: Sociology of Sex and Gender	
Plus two additional sociology course, including those not already taken from the above lists, one of which must be at the 200 level or above.....	6

Capstone Requirement.....	3
Students must complete a research project (SOCI 497), Honors Thesis (SOCI 485), or a three-credit internship (SOCI 498).	
Total minimum credits:	36

## GLOBAL STUDIES CONCENTRATION

Required Courses	Credits
SOCI 102 Introduction to Sociology .....	3
SOCI 104 Global Social Problems.....	3
SOCI 290 Seminar: Social Theory.....	3
SOCI 342 Comparative Sociology .....	3
SOCI 370 Sociological Analysis (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
SOCI 390 Seminar: Research Methods in Sociology.....	3
SOCI 391 Seminar: Social Data Analysis.....	3
Plus any two courses from the following .....	6
SOCI 214 Middle Eastern Societies	
SOCI 217 East Asian Societies: China and Japan	
SOCI 218 Chinese Society and Culture	
SOCI 219 Population and Society	
SOCI 220 The Developing World	
SOCI 353 Cities in a Global Context	
Plus two additional sociology courses, including those not already taken from the above lists, which must be at the 200 level or above .....	6
Cognate: One course from the following list .....	3
ANTH 208 Anthropology of Women	
COMM 365 Introduction to Intercultural Communication	
GEOG 171 Geography of the Global South	
GEOG 381 Geography of Latin America	
GEOG 388 Geography of Africa	
MUSC 162 Music in African Culture	
PHIL 212 Philosophies of India	
POLI 382 Latin American Government and Politics	
POLI 387 Government and Politics of Africa	
POLI 488 Politics and Development in the Third World	
THEA 222 Asian Theater	
Capstone Requirement.....	3
Students must complete a research project (SOCI 497) or a three-credit internship (SOCI 498).	
Total minimum credits:	39

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in sociology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.



---

## SOCIOLOGY MINOR

### Credits

Students must take 18 credits including

SOCI 102 Introduction to Sociology ..... 3

Plus any one of the following ..... 3

SOCI 207 Social Inequality

SOCI 312 Discrimination and Prejudice

SOCI 315 Race and Ethnicity in America

SOCI 326 Social Gerontology – Sociology of Aging

SOCI 330 Women’s Roles: Sociology of Sex and Gender

Plus any one of the following ..... 3

SOCI 203 The Family

SOCI 206 Cities and People: Urban Sociology

SOCI 332 Sociology of Organizations

SOCI 340 Sociology of Politics

SOCI 350 Sociology of Work

Plus three additional sociology courses, including

those not already taken from the above lists,

two of which must be at the 200 level or above ..... 9

Total minimum credits: 18

---

## HONORS PROGRAM

The honors program in sociology provides highly motivated sociology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree. Contact the Department of Sociology for further information concerning eligibility and application.

---

## OVERSEAS STUDY OPPORTUNITIES

The Department of Sociology urges its majors and minors to study abroad, both via Bridgewater State College sponsored study tours and as exchange students at universities. The Office of International Programs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.



## FACULTY

**Chairperson:** Professor Henry Shaffer

**Professors:** Arthur Dirks, Stephen Levine, Nancy Moses, Suzanne Ramczyk

**Associate Professor:** James Quinn

**Assistant Professor:** Jody Weber

**Department Telephone Number:** 508.531.2193

**Location:** Rondileau Campus Center, Room 024C

**Web site:** [www.bridgew.edu/theater](http://www.bridgew.edu/theater)

## DEGREE PROGRAM

- BA in Communication Studies  
Concentrations: Dance Education, Theater Arts, Theater Education

## UNDERGRADUATE MINORS

- Dance\*
  - Theater Arts
- \*Interdisciplinary minor

## UNDERGRADUATE PROGRAM

The Department of Theater and Dance is committed to educating students in two significant art forms. Upon completing a program in theater or dance, students are prepared to engage in theater and dance throughout their lives, to pursue advanced study in the art forms or to begin a career in theater or dance.

The theater program emphasizes a comprehensive theater program within the liberal arts context. Students pursue a systematic course of study in performance, production, management, history, literature and criticism, which are enhanced by opportunities to participate in either performance or production in the department's theater season.

The theater education program combines the content of the theater program with additional learning to support Standard I requirements for licensure to teach theater in public schools in Massachusetts.

The dance program offers a wide variety of dance technique training and a solid theoretical foundation for performance and choreography. In addition, the program offers an emphasis on dance pedagogy in either the private or public sector. The program fulfills Standard I requirements for licensure for dance in the public schools in Massachusetts.

## BACHELOR OF ARTS

Students majoring in this department may choose one of three concentrations: dance education, theater arts or theater education.

Also see the catalog section "Interdisciplinary and Preprofessional Programs" and consult the department for information on the interdisciplinary dance minor.

## THEATER ARTS CONCENTRATION

Students selecting this concentration follow a program designed to develop skills in and appreciation of those subjects related to performance and production in live theater.

Required Courses	Credits
THEA 115 Play Production .....	3
THEA 211 Voice Production for Theater.....	3
THEA 220 Play Analysis for Production .....	3
THEA 242 Acting I.....	3
THEA 280 Theater Management .....	3
THEA 421 Theater History I.....	3
THEA 422 Theater History II.....	3
THEA 431 Directing I.....	3
THEA 495 Seminar in Contemporary Theater .....	2
Three credits from the following .....	3
THEA 157 Movement for the Actor	
THEA 174 Technical Theater Production	
THEA 162 Costume Construction	
One of the following .....	3
THEA 265 Stage Costuming	
THEA 272 Scenography	
One theater elective (must be 300- or 400-level).....	3
Each of the following practica .....	3
THEA 170 Technical Theater Practicum	
THEA 172 Costuming Practicum	
THEA 185 Theater Management Practicum	
One additional practicum from above or	
THEA 140 Performance Practicum .....	1
Required cognate (choose one of the following) .....	3
ENGL 214 The Classical Tradition	
ENGL 241 Shakespeare	
ENGL 342 Shakespeare: Histories and Comedies	
ENGL 343 Shakespeare: Tragedies and Late Plays	
ENGL 353 Modern European Drama	
ENGL 356 Modern American Drama	
Total minimum credits: 42	

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## DANCE EDUCATION AND THEATER EDUCATION CONCENTRATIONS

These concentrations are liberal arts programs within the major of communication arts and sciences dealing with the subject areas of dance and theater arts. They are designed to meet the subject matter knowledge requirements for Massachusetts licensure in the fields of dance and theater.



Those students in the program who choose to seek initial Massachusetts licensure at either the undergraduate or postbaccalaureate levels must also complete an additional 24 credits in education and gain admittance to the professional education program. Upon successful completion, the student will be licensed to teach theater or dance in Massachusetts public schools grades PreK-12.

## DANCE EDUCATION CONCENTRATION

Students must audition for admittance to the dance education concentration, and must meet subject matter knowledge on the Massachusetts Tests for Educator Licensure® (MTEL).

Required Courses	Credits
THEA 251 Dance History.....	3
THEA 255 Creative Dance I.....	3
THEA 256 Creative Dance II.....	3
THEA 260 World Dance.....	3
THEA 353 Creative Dance for Children.....	3
THEA 357 Dance Production Theory.....	3
THEA 358 Dance Production Techniques.....	1
THEA 452 Ballet Pedagogy.....	3
THEA 453 Dance Methodology.....	3
PHED 281 Theory and Practice of Educational Dance.....	2
Three credits from the following.....	3
THEA 399 Topical Studies	
THEA 497 Advanced Individual Projects	
THEA 498 Internship in Theater	
THEA 499 Directed Study in Theater	
One of the following.....	3
THEA 265 Stage Costuming	
THEA 272 Sceneography I	
THEA 280 Theater Management	
Two credits in.....	2
THEA 155 Dance Practicum	
One credit in one of the following.....	1
THEA 170 Technical Theater Practicum	
THEA 172 Theater Costume Practicum	
THEA 185 Theater Management Practicum	

### Cognate Courses

PHED 161 Folk Dance.....	1
PHED 164 Square Dance.....	1
PHED 168 Ballroom Dance.....	1
PHED 237 Theory and Practice of Jazz Dance, Fall.....	2
PHED 242 Theory and Practice of Ballet, Fall.....	2
PHED 245 Theory and Practice of Ballet, Spring.....	2
PHED 247 Theory and Practice of Jazz Dance, Spring.....	2
PHED 248 Theory and Practice of Modern Dance, Fall.....	2
PHED 249 Theory and Practice of Modern Dance, Spring.....	2
PHED 271 Theory and Practice of Tap Dance.....	2
Total minimum credits:	53

### Education Requirements

Students seeking licensure as Teacher of Dance must declare a minor in secondary education (high school, middle school, PreK-12 specialist) and complete the following courses in the minor.

### Credits

*EDHM 210 Introduction to Teaching.....	3
EDHM 235 Learning and Motivation.....	3
EDHM 335 Assessment and Planning.....	3
EDHM 445 Content Area Reading, Writing and Study Skills.....	3
An appropriate "strategies for teaching" course.....	3
EDHM 490 Teaching Practicum.....	12
PSYC 227 Development through the Life Cycle.....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits in secondary education minor: 33

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## THEATER EDUCATION CONCENTRATION

Required Courses	Credits
THEA 115 Play Production.....	3
THEA 157 Movement for the Stage.....	3
THEA 211 Voice Production for Theater.....	3
THEA 220 Play Analysis for Production.....	3
THEA 226 Children's Theater.....	3
THEA 230 Creative Dramatics.....	3
THEA 242 Acting I.....	3
THEA 272 Scenography.....	3
THEA 280 Theater Management.....	3
THEA 326 Children's Theater Tour.....	3
THEA 421 Theater History I.....	3
or	
THEA 422 Theater History II	
THEA 430 Playwriting.....	3
THEA 431 Directing.....	3
One credit each in.....	3
THEA 170 Technical Theater Practicum	
THEA 172 Theater Costume Practicum	
THEA 185 Theater Management Practicum	

### Cognate Courses

ENGL 253 Non-Western Literature.....	3
ENGL 356 Modern American Drama.....	3
One course from the following.....	3
ENGL 241 Shakespeare	
ENGL 335 Elizabethan and Jacobean Drama	
ENGL 342 Shakespeare: Histories and Comedies	
ENGL 343 Shakespeare: Tragedies and Late Plays	

Total minimum credits 51



## Education Requirements

Students seeking licensure as Teacher of Theater must declare a minor in secondary education (high school, middle school, PreK-12 specialist) and complete the following courses in the minor.

	Credits
*EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation .....	3
EDHM 335 Assessment and Planning .....	3
EDHM 445 Content Area Reading, Writing and Study Skills .....	3
An appropriate "strategies for teaching" course .....	3
EDHM 490 Teaching Practicum.....	12
PSYC 227 Development through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
* To be completed prior to admission to professional education and enrollment in any other education courses.	
Total minimum credits in secondary education minor: 33	

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## THEATER ARTS MINOR

	Credits
THEA 115 Play Production.....	3
THEA 211 Voice Production for Theater .....	3
THEA 220 Play Analysis for Production .....	3
Three elective THEA courses (any THEA course) .....	9
Practica (two credits in THEA 140, THEA 170) and/or THEA 185) .....	2
Total minimum credits: 20	

## INTERDISCIPLINARY MINOR IN DANCE

The dance minor is an interdisciplinary program in the theater arts and dance and the physical education program. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

### Required Courses

	Credits
THEA/PHED 155 Dance Practicum (two semesters) .....	2
THEA/PHED 251 Dance History.....	3
THEA/PHED 255 Creative Dance I.....	3
THEA/PHED 256 Creative Dance II.....	3
THEA/PHED 357 Dance Production Theory .....	2
THEA/PHED 358 Dance Production Techniques .....	1
PHED 154 Ballet.....	2

Choose one.....	1
PHED 161 Folk Dance	
PHED 164 Square Dance	
PHED 168 Ballroom Dance	
PHED 268 Ballroom Dance II – Theory, Practice and Performance	
Choose six credits from the following .....	6
PHED 237 Theory and Practice of Jazz Dance, Fall	
PHED 242 Theory and Practice of Ballet, Fall	
PHED 245 Theory and Practice of Ballet, Spring	
PHED 247 Theory and Practice of Jazz Dance, Spring	
PHED 248 Theory and Practice of Modern Dance, Fall	
PHED 249 Theory and Practice of Modern Dance, Spring	
THEA/PHED 259 Dance Repertory	
PHED 271 Theory and Practice of Tap Dance	
Total minimum credits: 23	

## DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major, one in communication arts and sciences with a concentration in theater arts, dance or theater education and another in elementary education, early childhood education or special education for licensure purposes.

## HONORS PROGRAM

The honors program in theater arts provides highly motivated communication studies and theater arts majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in theater and dance. Interested students should contact the Department of Theater and Dance for further information concerning eligibility and application.

## ACTIVITIES AND PRODUCTIONS

The program of theater and dance presents six mainstage productions annually in the 1400-seat Rondileau Campus Center auditorium. The productions usually include a play, a musical, an experimental work, a production for young audiences and two dance concerts. Any interested student is invited to participate.

Several student clubs are actively engaged in cocurricular activities supportive of the academic programs in the department.

The Ensemble Theater sponsors and produces student-directed studio productions, workshops, and social and educational activities. It is open to all students interested in theater.

The BSC Dance Company is open to all. It brings a professional dance company to campus for a brief residence program and concert each year. It also sponsors master classes and social and educational activities dealing with dance.



Students may also receive academic credit in the department for active participation in choral, speaking, dance or theater – see course descriptions for more information on the following courses:

THEA 140 Theater Performance Practicum

THEA/PHED 155 Dance Practicum

THEA 170 Technical Theater Practicum

THEA 172 Theater Costume Practicum

THEA 185 Theater Management Practicum

Note: A maximum of six credits in the above courses may be applied toward graduation.

---

## GRADUATE PROGRAMS

---

### MASTER OF ARTS IN TEACHING SPEECH COMMUNICATION AND THEATER

This program is inactive.



Dr. Catherine Morgan  
*Dean, School of Business*

Mr. Frank Sargent  
*Assistant Dean and Director of Aviation, School of Business*

## ACADEMIC DEPARTMENTS

*Accounting and Finance*

Dr. Edward Braun, Acting Chairperson

*Aviation Science*

Associate Professor Michael Farley, Chairperson

*Economics*

Dr. Margaret Brooks, Chairperson

*Management*

Dr. Robert Wolk, Chairperson

**Location: Harrington Hall, Room 104**

**Web site: [www.bridgew.edu/business](http://www.bridgew.edu/business)**

## SCHOOL OF BUSINESS

The School of Business emphasizes academic rigor and learning that bridges theory and practice. Because of our outstanding faculty and programs, our students graduate with a firm foundation for professional success.

The programs in the School of Business are accredited by the International Assembly for Collegiate Business Education (IACBE). A specialized accrediting body, IACBE's mission is to promote and support quality business education worldwide through accreditation and outcomes assessment.

The structured major in accounting and finance offers curricula that prepare students for the rigorous examinations needed for professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA) or Certified Financial Planner (CFP). Bridgewater State College students frequently win statewide competitions and are often cited by the Massachusetts Society of CPAs for their excellent work.

The FAA-approved aviation science major is unique among public four-year institutions on the eastern seaboard of the United States and attracts numerous students from outside Massachusetts. The flight training concentration takes a student through commercial licensing and flight instructor certification. The aviation management concentration includes private pilot licensing and prepares students for careers with airlines, airports, aircraft companies, government agencies and other aviation support services.

The bachelor of science program in economics prepares students to understand and apply the fundamentals of economic theory and analysis in today's global market economy. The curriculum guides economics majors in developing creative, analytical, and critical thinking skills and sound problem-solving techniques, qualities that are highly valued in any professional field. Students in the program have the opportunity to participate in internships and pursue careers with banks, corporations, government organizations, real estate firms and stock brokerages.

The Department of Management offers undergraduate programs that prepare students for successful careers in business and management.

The undergraduate management major includes concentrations in general management, energy and environmental resources management, global management, information systems management, marketing, operations management and transportation. Experiential courses and internships give students the opportunity to work on projects with local companies and businesses.

The School of Business supports Bridgewater State College in its dual mission to educate the residents of Southeastern Massachusetts and the commonwealth, and to be a resource for the region and state. We meet our professional responsibilities to our students and to the region by bringing members of the community into our classrooms, extending classroom learning into community settings, and actively engaging in scholarly and professional development.

The School of Business is located in fully renovated, historic, Harrington Hall. Students benefit from classrooms with modern technology and access to technology labs.

Qualified students may register for undergraduate and graduate certificates in such fields as marketing management, information systems, accounting and finance, including a CPA Exam Preparation Certificate, as alternatives to degree programs. The school also offers minors in each department and collaborates with other departments in offering interdisciplinary minors in actuarial science, Canadian studies, public relations and health resources management.

Students with interests in research have the opportunity to work on faculty projects that are advancing the state of knowledge in their disciplines. The themes of leadership, technology and internationalization serve as integrating threads that tie together all of Bridgewater State College's academic disciplines.

In addition to undergraduate programs, the School of Business offers a Master of Science in Management degree, with concentrations in accounting, marketing, organizational development and technology management. Qualified undergraduates may be accepted to enroll in the school's five-year Bachelor of Science degree in management/Master of Science degree in management.

## DEPARTMENTAL COURSE DESCRIPTIONS

See the "Course Descriptions" section of this catalog for departmental course descriptions.



## FACULTY

**Acting Chairperson:** Professor Edward Braun

**Graduate Program Coordinator:**  
Professor Carleton Donchess

**Professors:** Saul Auslander, Kathleen Seigny,  
Harold Silverman

**Associate Professors:** Patricia Bancroft, Shannon Donovan

**Assistant Professor:** Mark Crowley

**Department Telephone Number:** 508.531.1395

**Location:** Harrington Hall, Room 103

**Web site:** [www.bridgew.edu/af](http://www.bridgew.edu/af)

## DEGREE PROGRAMS

- BS in Accounting and Finance  
Concentrations: Accounting, Finance
- Master of Science in Management (MS)  
Concentration: Accounting

## UNDERGRADUATE MINORS

- Accounting and Finance
  - Actuarial Science\*
- \* Interdisciplinary minor

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN ACCOUNTING AND FINANCE

#### ACCOUNTING CONCENTRATION

The accounting concentration prepares students for a variety of positions leading to management level careers in corporate and public accounting, auditing and taxation. This concentration also assists in preparing students for the Certified Public Accountant (CPA) exam or the Certified Management Accounting (CMA) exam.

Note: The Massachusetts Board of Accountancy is changing the educational requirements to sit for the Uniform CPA examination in Massachusetts. Accordingly, this may result in changes within our accounting curriculum.

#### FINANCE CONCENTRATION

The finance concentration prepares students for positions in banking, investments, financial planning, cash management and international finance in both public and private institutions. This concentration also assists in preparing students for professional certifications such as the Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA).

#### Grade Policy for Accounting and Finance Concentrations

No more than two grades lower than "C-" in a required Accounting and Finance course (ACFI prefix) will be applied toward fulfillment of the requirements for the accounting and finance major. This policy applies to students accepted for matriculation as freshmen or as transfer students enrolled for the fall 2002 semester or thereafter. Students who receive more than two "D's" or "F's" in courses may continue as accounting and finance majors but must retake a sufficient number of the required courses in which the "D's" or "F's" were earned and earn a grade of "C-" or higher, so that no more than a total of two "ACFI" prefix required courses, with grades below "C-" will be counted towards fulfillment of the requirements in the accounting and finance major.

#### ACCOUNTING CONCENTRATION

Credits

ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 200 Financial Accounting .....	3
ACFI 305 Business Law I.....	3
ACFI 340 Intermediate Accounting I .....	3
ACFI 341 Intermediate Accounting II.....	3
ACFI 385 Managerial Finance .....	3
ACFI 406 Business Law II.....	3
ACFI 430 Cost Accounting I .....	3
ACFI 466 Federal Income Taxation I.....	3
ACFI 470 Accounting Information Systems.....	3
ACFI 492 Intermediate Accounting III.....	3
COMP 105 Computers and Their Applications:	
An Introduction .....	3
ECON 101 Principles of Microeconomics .....	3
ECON 102 Principles of Macroeconomics .....	3
ECON 210 Statistics for Economics and Business.....	3
MATH 144 Applied Calculus for Business.....	3
MATH 318 Quantitative Methods for Management .....	3
MGMT 130 Principles of Management.....	3
MGMT 140 Human Resources Management .....	3
MGMT 200 Marketing Principles .....	3
MGMT 490 Strategic Management.....	3
Total minimum credits: 63	

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

#### FINANCE CONCENTRATION

Credits

ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 200 Financial Accounting .....	3
ACFI 305 Business Law I.....	3
ACFI 350 Managerial Accounting .....	3



ACFI 385 Managerial Finance.....	3
ACFI 406 Business Law II.....	3
ACFI 455 International Finance.....	3
ACFI 465 Options and Futures Market .....	3
ACFI 476 Insurance and Risk Management .....	3
ACFI 485 Capital Budgeting .....	3
ACFI 486 Real Estate Investment and Finance.....	3
ACFI 490 Investments .....	3
COMP 105 Computers and Their Applications:	
An Introduction .....	3
ECON 101 Principles of Microeconomics.....	3
ECON 102 Principles of Macroeconomics.....	3
ECON 315 Money and Banking.....	3
ECON 210 Statistics for Economics and Business.....	3
MATH 144 Applied Calculus for Business.....	3
MATH 318 Quantitative Methods for Management .....	3
MGMT 130 Principles of Management.....	3
MGMT 140 Human Resources Management .....	3
MGMT 200 Marketing Principles .....	3
MGMT 360 Fundamentals of Information Systems .....	3
MGMT 490 Strategic Management.....	3
Total minimum credits: 72	

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## ACCOUNTING AND FINANCE MINOR

Students from arts and sciences, education, management or aviation programs may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the financial world.

### Required Courses

1) Both of the following courses:	
ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 200 Financial Accounting .....	3
2) Any two courses from among the following:	
(At least one must be an ACFI course).....	6
ACFI 150 Personal Finance	
ACFI 305 Business Law I	
ACFI 340 Intermediate Accounting I	
ACFI 341 Intermediate Accounting II	
ACFI 350 Managerial Accounting	
ACFI 385 Managerial Finance	
ACFI 498 Internship in Accounting	
COMP 101 Computer Science I	
COMP 105 Computers and Their Applications:	
An Introduction	

ECON 101 Principles of Microeconomics	
ECON 102 Principles of Macroeconomics	
MATH 141 Elements of Calculus I	
MATH 144 Applied Calculus for Business	
MATH 151 Calculus I	
MGMT 130 Principles of Management	
MGMT 498 Internship in Management (No more than three credits in internship may be applied to the minor.)	
3) Any two courses from among the following .....	6
ACFI 340 Intermediate Accounting I	
ACFI 341 Intermediate Accounting II	
ACFI 406 Business Law II	
ACFI 430 Cost Accounting I	
ACFI 445 Auditing	
ACFI 455 International Finance	
ACFI 460 Advanced Accounting I	
ACFI 465 Options and Futures Markets	
ACFI 466 Federal Income Taxation I	
ACFI 470 Accounting Information Systems	
ACFI 476 Insurance and Risk Management	
ACFI 485 Capital Budgeting	
ACFI 486 Real Estate Investment and Finance	
ACFI 490 Investments	
ACFI 492 Intermediate Accounting III	

### NOTE:

- If ACFI 340 or ACFI 341 are used to satisfy requirement 2, they cannot be used to satisfy requirement 3.
- Students who double minor in both Accounting and Finance and in Actuarial Science may not apply ACFI 476 or ACFI 490 toward the minor in Accounting and Finance.

Total minimum credits: 18

## ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses, is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing an actuarial career or a career in a related area.

	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 200 Financial Accounting .....	3
ACFI 385 Managerial Finance.....	3
MATH 151 Calculus I .....	3
MATH 152 Calculus II .....	3
MATH 251 Calculus III .....	3
Choose one course from the following.....	3
ACFI 476 Insurance and Risk Management	
ACFI 490 Investments	
MATH 403 Probability Theory	
Note: Accounting and finance majors may <i>not</i> choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics majors may <i>not</i> choose MATH 403 to satisfy the minor requirements.	

Total minimum credits: 21



## TRANSFER OF CREDIT AFTER ADMISSION

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar's Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. A minimum grade of "C-" is required for transfer of credit. Transcripts of these approved courses must be submitted to the Registrar's Office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office.

## DEPARTMENTAL HONORS PROGRAM IN ACCOUNTING AND FINANCE

The Department of Accounting and Finance offers a departmental honors program in accounting and finance. This program provides an opportunity for well-qualified accounting and finance majors to conduct independent research and scholarly study in accounting and finance. Contact the Department of Accounting and Finance for further information concerning eligibility and application.

## INTERNSHIP IN ACCOUNTING AND FINANCE

Students interested in earning internship credit should contact the Department of Accounting and Finance.

## GRADUATE PROGRAMS

### MASTER OF SCIENCE IN MANAGEMENT

Successful managers in the 21<sup>st</sup> century must have specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science (MS) in Management program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four three-course concentrations:

- Accounting
- Marketing
- Organizational Development
- Technology Management

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- An appropriate score on the GMAT. For more information, contact the School of Graduate Studies
- Two appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- Working knowledge of computers

## MASTER OF SCIENCE IN MANAGEMENT

### For students who hold a bachelor's degree

The MS in Management requires 30 credits of graduate course work, including a core of five courses, a concentration area of three courses, one elective course and a capstone course. The program also requires two foundation courses, ACFI 505 Accounting and Finance for Managers and MGMT 506 Marketing and Contract Management. The foundation courses must be taken prior to taking the core or concentration courses. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses including courses in accounting and finance for ACFI 505, and courses in marketing and law for MGMT 506. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508.531.1395 or e-mail [afdept@bridgew.edu](mailto:afdept@bridgew.edu) for information.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- An appropriate score on the GMAT. For more information, contact the School of Graduate Studies
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- Working knowledge of computers

### Five-year Bachelor of Science/Master of Science Degree in Management

Undergraduate students who have completed at least 30 credit hours of course work at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their BS or BA degree in 30 additional credits may apply for the five-year BS/MS program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year and graduate with both degrees. Admission to this program is selective and limited.



The Master of Science Degree in Management with a Concentration in Accounting

Candidates for the Master of Science degree in management with an accounting concentration must successfully complete the following course requirements:

Management Core Courses	Credits
MGMT 501 Systems Research and Problem Solving .....	3
MGMT 526 Project Management.....	3
MGMT 576 Organizational Change and Leadership .....	3
MGMT 581 Information Resources Management.....	3
MGMT 582 Business System Design and Integration.....	3

Concentration Area Requirements\*

ACFI 545 Auditing.....	3
ACFI 560 Advanced Accounting .....	3
Select one course from the following .....	3
ACFI 567 Advanced Taxation	
ACFI 593 Financial Statement Analysis and Disclosure	

Elective

Any approved MS course.....	3
-----------------------------	---

Capstone Course

ACFI 595 Accounting Seminar .....	3
-----------------------------------	---

\* For concentration and capstone requirements in marketing, organization development and technology management, see the "Department of Management" section of this catalog.

Internship in Accounting and Finance

Students interested in earning internship credit should contact the Department of Accounting and Finance.

Total minimum credits: 30



## FACULTY

**Chairperson:** Associate Professor Michael Farley

**Assistant Professors:** Richard Abers, Veronica Coté,  
Michael Sloan

**Department Telephone Number:** 508.531.1779

**Location:** Harrington Hall, Room 111B

**Web site:** [www.bridgew.edu/aviation](http://www.bridgew.edu/aviation)

## DEGREE PROGRAM:

- BS in Aviation Science  
Concentrations: Aviation Management, Flight Training

## UNDERGRADUATE MINOR

- Aviation Science

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN AVIATION SCIENCE

The Department of Aviation Science offers a BS degree in aviation science with concentrations in flight training and aviation management. Graduates are prepared for entry into the aviation industry in productive, professional employment, or alternatively, for graduate study.

Federal Aviation Administration Certification of Bridgewater State College, as a Federal Aviation Regulation (FAR) Part 141 ground school, allows students to complete all required ground school courses at the college as part of the aviation science curriculum. Bridgewater State College is also designated by the Federal Aviation Administration as an Aviation Education Resource Center.

The Bridgewater State College aviation science program incorporates single-engine and multi-engine flight simulator training into its flight training courses. For complete information on these programs, consult with the chairperson of the Department of Aviation Science.

### FLIGHT TRAINING CONCENTRATION

The flight training concentration combines academic studies and flight training, in order to prepare graduates for a wide variety of positions within the air transportation industry, including general, airline and military aviation<sup>1</sup>. The flight program allows the student to obtain private pilot, commercial pilot, instrument pilot and flight instructor certificates.

The curriculum provides the flight training necessary to operate in the high-density environment of modern airspace. The program emphasizes critical thinking and analytical skills, as well as oral and written communication skills. Effective resource management, human factors and safety awareness are constantly emphasized throughout the curriculum. Complementing the intensive flight training is expert classroom instruction and use

of flight simulators. A career in the flight training concentration leads to the development, administration and enforcement of safety regulations, including airworthiness and operational standards in civil aviation. This program prepares the graduate for a career path that starts as a certified flight instructor, and leads to positions with airlines and corporate flight departments.

<sup>1</sup> Reserve Officer Training Corps (ROTC) scholarship opportunities are available. The ROTC program is designed to give students the opportunity to become a military officer while completing a bachelor's degree program. See the department chairperson for details.

### Credits

AVSC 100 Private Pilot Flight .....	3
AVSC 105 Private Pilot Ground School .....	6
AVSC 200 Instrument Flight .....	4
AVSC 211 Commercial Pilot Ground School .....	3
AVSC 212 Instrument Pilot Ground School .....	3
AVSC 300 Commercial Flight .....	4
AVSC 303 Flight Instructor Ground School .....	3
AVSC 307 Air Carrier Operations .....	3
AVSC 310 Aviation Safety .....	3
AVSC 320 Aviation Regulatory Process .....	3
AVSC 400 Instructional Flight .....	3
COMP 105 Computers and Their Applications:	
An Introduction .....	3
ECON 102 Principles of Macroeconomics .....	3
GEOG 221 Meteorology .....	3
MATH 110 Elementary Statistics I .....	3
MATH 141 Elements of Calculus I .....	3
MGMT 130 Principles of Management .....	3
MGMT 140 Human Resources Management .....	3
PHYS 181 Elements of Physics I .....	4
PHYS 183 Aviation Physics .....	4
Note: Flight courses involve flight fees.	

Total minimum credits: 67

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### AVIATION MANAGEMENT CONCENTRATION

The aviation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry. Primary flight training is included, along with broad exposure to aviation specific business and management courses. This program of study is interdisciplinary in nature and prepares the aviation career-oriented student for virtually any management career in aviation or aviation-related industries. Some of these positions include airport manager, air carrier manager and general aviation operations manager.



	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
AVSC 100 Private Pilot Flight.....	3
AVSC 105 Private Pilot Ground School.....	6
AVSC 305 Introduction to General Aviation Management .....	3
AVSC 307 Air Carrier Operations .....	3
AVSC 310 Aviation Safety.....	3
AVSC 402 Insurance and Risk Management in Aviation.....	3
AVSC 407 Aviation Marketing Management .....	3
AVSC 471 Aviation Management.....	3
COMP 105 Computers and Their Applications: An Introduction.....	3
ECON 102 Principles of Macroeconomics.....	3
ENGL 201 Technical Writing I .....	3
GEOG 221 Meteorology .....	3
MATH 110 Elementary Statistics I .....	3
MATH 141 Elements of Calculus I .....	3
MGMT 130 Principles of Management.....	3
MGMT 140 Human Resources Management .....	3
MGMT 360 Business Data Processing.....	3
PHYS 181 Elements of Physics I.....	4
PHYS 183 Aviation Physics .....	4
Note: Flight courses involve flight fees.	
One environmental science course.....	3
EASC 194 Environmental Geology or GEOG 130 Environmental Geography	
Total minimum credits: 68	

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### AIRPORT MANAGEMENT CONCENTRATION

This program is inactive.

### AVIATION SCIENCE MINOR

The aviation science minor is divided into two options: a flight option and an aviation management option.

Flight Option	Credits
AVSC 100 Private Pilot Flight.....	3
AVSC 105 Private Pilot Ground School.....	6
MGMT 130 Principles of Management.....	3
Plus six credits in electives selected from the list below .....	6
Total minimum credits (flight option): 18	

Aviation Management Option	Credits
AVSC 305 Introduction to General Aviation Management .....	3
MGMT 130 Principles of Management.....	3
MGMT 140 Human Resources Management .....	3
Plus nine credits in electives selected from the list below. ....	9
Total minimum credits (aviation management option): 18	

### Electives

- AVSC 100 Private Pilot Flight
  - AVSC 105 Private Pilot Ground School
  - AVSC 200 Instrument Flight
  - AVSC 211 Commercial Pilot Ground School
  - AVSC 212 Instrument Pilot Ground School
  - AVSC 300 Commercial Flight
  - AVSC 303 Flight Instructor Ground School
  - AVSC 305 Introduction to General Aviation Management
  - AVSC 307 Air Carrier Operations
  - AVSC 400 Instructional Flight
  - AVSC 402 Insurance and Risk Management in Aviation
  - AVSC 407 Aviation Marketing Management
  - MGMT 140 Human Resources Management
- Note: Flight courses involve flight fees.

### FLIGHT TRAINING AND GROUND SCHOOL

Students enrolled in the aviation science program must take all flight and flight-related courses through Bridgewater State College. Ground school courses are conducted by the college under Federal Aviation Regulation Part 141, as is the flight simulator training, which is required as a part of commercial and instrument flight training courses.

### PHYSICAL EXAMINATIONS

Students seeking admission to the flight training concentration must pass a Class II or better FAA physical examination; a Class III FAA physical is required for the aviation management concentration or any other program involving flight courses. A copy of the certification for the appropriate flight physical must be on file with the aviation coordinator BEFORE FLIGHT TRAINING BEGINS.

### ACADEMIC CREDIT FOR FLIGHT TRAINING

The following procedures for granting academic credit for flight and flight-related ground school training for both incoming freshman students and transfer students are in accord with pertinent college policies. These policies are designed to ensure academic quality and to maximize safety for the participants in the aviation science program. All students requesting academic credit from Bridgewater State College for flight and flight-related ground school training are subject to these provisions. Credit for all other course work will be considered as specified in the college catalog under the sections concerning "Transfer Admissions" and "Transfer of Credit after Admission."



## Entering Freshmen and Transfer Students

Freshmen or transfer students entering Bridgewater State College may request up to eighteen credits for previous work in flight and flight-related ground school training under the following provisions:

- To obtain credit for flight training, the student must:
  - a) provide valid documentation\* of the flight training concerned; b) hold a current, appropriate flight physical certificate; and c) pass a flight proficiency test conducted by an aviation-science-approved flight instructor. (Additional flight training may be required if a student has difficulty passing the flight proficiency test.) All costs for the flight proficiency test (and any additional flight training) will be borne by the applicant.
- Credit for training in FAA-certified ground schools may be obtained by providing valid documentation\* of the training concerned.

\*Valid documentation includes pertinent log books and other certificates, licenses and verification of the training from the school(s) concerned. This verification must be in the form of a statement that identifies the school, describes the curriculum under which the training was taken and specifies the number of class hours involved. The statement must be signed by the chief flight instructor of the school. Up to full credit may be granted for courses from flight schools operating under Federal Aviation Regulation (FAR) Part 141 and up to half credit for training from schools operating under FAR Part 61.

Credit authorized by the above procedure for flight and flight-related ground school courses may be applied as follows:

Students entering the flight training concentration may apply up to 17 credits and students entering the aviation management concentration may apply up to 13 credits toward the academic major; any additional authorized flight training credit will be designated as free electives. *At least 50 percent of the credits in any major field (major department) must be earned at Bridgewater State College.*

Students entering the aviation science minor may apply nine credits toward the minor; any balance may be credited toward free electives.

Authorized flight training credits specified above for the major, minor, and free electives may be applied toward the college graduation requirement of 120 credits (minimum).

Note: For additional detailed information on the aviation science program, call 508.531.1779 or write Chairperson, Department of Aviation Science, Bridgewater State College, Bridgewater, Massachusetts 02325.

Upon acceptance into the aviation science program, students must obtain a copy of the "Department of Aviation Science Policies and Procedures Manual." All students **must** comply with the policies and procedures as set forth in said manual. A copy of the policies and procedures manual can be obtained upon request through the Department of Aviation Science.

## HONORS PROGRAM

The honors program in aviation science provides highly motivated aviation science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in aviation science. Contact the Department of Aviation Science for further information concerning eligibility and application.



## FACULTY

**Chairperson:** Professor Margaret Brooks

**Professor:** Anthony Cicerone

**Assistant Professors:** Ilter Bakkal, Soma Ghosh,  
Michael Jones, Daniel Lomba, Matthew Parrett

**Department Telephone Number:** 508.531.1716

**Location:** Hunt Hall, Room 113

**Web site:** [www.bridgew.edu/economics](http://www.bridgew.edu/economics)

## DEGREE PROGRAM

- BS in Economics

## UNDERGRADUATE MINOR

- Economics

## UNDERGRADUATE PROGRAMS

### ECONOMICS MAJOR

The major in economics is a comprehensive program that enables students to become familiar with many aspects of the economy and provides them with training in economic analysis and problem-solving techniques. A strong background in economic theory will prepare students for entry into fields such as banking, finance, business, politics and real estate.

Requirements	Credits
ECON 101 Principles of Microeconomics.....	3
ECON 102 Principles of Macroeconomics .....	3
ECON 201 Intermediate Microeconomic Theory and Policy.....	3
ECON 205 Intermediate Macroeconomic Theory and Policy.....	3
ECON 210 Statistics for Economics and Business.....	3
Plus five 300-level or higher economics courses.....	15
Total minimum credits: 30	

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### ECONOMICS MINOR

The minor in economics offers a basic program that enables students to become familiar with some aspects of the economy and provides them with training in economic analysis and problem-solving techniques.

Requirements	Credits
ECON 101 Principles of Microeconomics.....	3
ECON 102 Principles of Macroeconomics.....	3
ECON 201 Intermediate Microeconomic Theory and Policy.....	3
ECON 205 Intermediate Macroeconomic Theory and Policy.....	3
ECON 210 Statistics for Economics and Business .....	3
Plus a minimum of two other economics courses at the 300 or 400 level. The two courses, MATH 110 Elementary Statistics I and MATH 318 Quantitative Methods for Management, may be substituted for ECON 210.....	6
Total minimum credits: 21	



## FACULTY

**Chairperson:** Associate Professor Robert Wolk  
**Graduate Program Coordinator:** Professor Helene Fine  
**Professors:** Jeanne Aurelio, Jon Bryan, Craig Cowles, Mercer Fellouris, Sylvia Keyes, Dorothy Mulcahy, Frank Sterrett  
**Associate Professors:** Martin Grossman, Stanley Ross,  
**Assistant Professor:** Peter Sietins  
**Department Telephone Number:** 508.531.1374  
**Location:** Harrington Hall, Room 110C  
**Web site:** [www.bridgew.edu/management](http://www.bridgew.edu/management)

## DEGREE PROGRAMS

- BS in Management  
 Concentrations: General Management, Energy and Environmental Resources Management, Global Management, Information Systems Management, Marketing, Operations Management, Transportation
- Master of Science in Management (MS)  
 Concentrations: Accounting, Marketing, Organization Development, Technology Management

## UNDERGRADUATE MINOR

- Management

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN MANAGEMENT

The management concentrations educate students for successful careers in business and management. The program provides general education, other liberal arts courses and specific management education for students with career interests in general business, transportation, energy and environmental resources, marketing, global management, information systems, human resources and operations management.

With a curriculum embedded in a strong liberal arts framework, students learn how business decisions relate to society – culturally, economically, ethically and socially – while developing the skills and knowledge that will enable them to assume management responsibilities.

Students who enroll in the management program can gain experience through internships and courses that provide practical, on-the-job professional opportunities. These valuable learning experiences, coupled with the college's development as a regional resource for business and industry, offer students significant contact with business and management leaders.

Management majors have the flexibility to choose from among several concentrations. However, regardless of concentration, all management majors take the following courses.

## MANAGEMENT CORE COURSES

	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 305 Business Law I .....	3
ACFI 350 Managerial Accounting .....	3
ACFI 385 Managerial Finance .....	3
ECON 101 Principles of Microeconomics .....	3
ECON 102 Principles of Macroeconomics .....	3
ECON 210 Statistics for Business and Economics .....	3
MATH 144 Applied Calculus for Business .....	3
MGMT 130 Principles of Management .....	3
MGMT 140 Human Resources Management .....	3
MGMT 200 Marketing Principles .....	3
MGMT 360 Fundamentals of Information Systems .....	3
MGMT 490 Strategic Management .....	3
Total minimum core credits: 39	

### Grade Requirement

Students majoring in management must achieve a grade of "C-" or better in MGMT 130, MGMT 140 and MGMT 200.

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## GENERAL MANAGEMENT CONCENTRATION

	Credits
Management Core Courses .....	39
Concentration requirements taken in addition to the management core courses	
COMP 105 Computers and Their Applications:	
An Introduction .....	3
MGMT 303 Organizational Behavior .....	3
MGMT 304 Leadership and Teams .....	3
MGMT 355 International Management .....	3
MGMT 426 Service Operations Management .....	3
Electives	
Choose two of the following courses .....	6
MGMT 340 Contemporary Employee Relations	
MGMT 350 Business Ethics	
MGMT 399 Special Topics in Management	
MGMT 435 Small Business Management	
MGMT 471 Diversity in Organizations	
Total minimum credits: 60	



## ENERGY AND ENVIRONMENTAL RESOURCES MANAGEMENT CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core courses	
CHEM 131 Survey of Chemistry I.....	4
CHEM 132 Survey of Chemistry II.....	3
CHEM 250 Instrumentation.....	3
COMP 105 Computers and Their Applications: An Introduction.....	3
EASC 100 Physical Geology.....	4
EASC 194 Environmental Geology.....	3
EASC 240 Hydrology.....	4
GEOG 121 Physical Geography.....	4
GEOG 332 Management and Preservation of the Natural Environment.....	3
MATH 318 Quantitative Methods for Management.....	3
MGMT 460 Public Policy and Government Regulation in Global Management.....	3
PHYS 180 Energy and Its Social Uses.....	3
Total minimum credits:	79

## GLOBAL MANAGEMENT CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core courses	
ACFI 455 International Finance.....	3
COMM 365 Introduction to Intercultural Communication.....	3
COMP 105 Computers and Their Applications: An Introduction.....	3
ECON 321 International Economics.....	3
MATH 318 Quantitative Methods for Management.....	3
MGMT 410 International Marketing and Physical Distribution.....	3
MGMT 460 Public Policy and Government Regulation in Global Management.....	3
POLI 260 International Relations.....	3
Proficiency in four levels of one foreign language.....	12
Total minimum credits:	75

## INFORMATION SYSTEMS MANAGEMENT CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core course	
COMP 101 Computer Science I.....	3
COMP 102 Computer Science II.....	3
COMP 210 COBOL I.....	3
COMP 211 COBOL II.....	3
COMP 410 Database Applications.....	3
MATH 318 Quantitative Methods for Management.....	3
MGMT 445 Information Systems Management.....	3

MGMT 450 Current Topics in Information Systems.....	3
MGMT 480 Systems Analysis and Design.....	3
Total minimum credits:	66

## MARKETING CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core courses	3
MATH 318 Quantitative Methods for Management.....	3
MGMT 420 Marketing Research.....	3
MGMT 424 Advertising.....	3
MGMT 430 Sales Management.....	3
MGMT 494 Marketing Management and Strategy.....	3
And any one of the following three marketing elective courses.....	3
MGMT 410 International Marketing and Physical Distribution	
MGMT 415 Retail Management	
MGMT 440 Business to Business Marketing	
Total minimum credits:	60

## OPERATIONS MANAGEMENT CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core courses	
COMP 105 Computers and Their Applications: An Introduction.....	3
MGMT 340 Contemporary Employee Relations.....	3
MGMT 426 Service Operations Management.....	3
MGMT 427 Production and Operations Management.....	3
MGMT 470 Supply Chain Management.....	3
MGMT 475 Quality Management.....	3
Total minimum credits:	57

## TRANSPORTATION CONCENTRATION Credits

Management Core Courses.....	39
Concentration requirements taken in addition to the management core courses	
COMP 105 Computers and Their Applications: An Introduction.....	3
Any one COMP programming course.....	3
EASC 100 Physical Geology.....	4
or	
GEOG 121 Physical Geography.....	4
GEOG 350 Economic Geography.....	3
GEOG 353 Urban Geography.....	3
GEOG 365 Geography of Transportation.....	3
POLI 279 Introduction to Public Administration.....	3
POLI 376 Urban Politics.....	3
SOCI 206 Cities and People: Urban Sociology.....	3
Total minimum credits:	71



## MANAGEMENT MINOR

Students from liberal arts and other programs may elect this minor to broaden their background and expand their potential in job-related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the business world.

### Grade Requirement

Students minoring in management who enroll in MGMT 130, MGMT 140 and MGMT 200 must achieve a grade of "C-" or better in these courses.

### Required courses\*

### Credits

ACFI 100 Fundamentals of Financial Reporting .....	3
MGMT 130 Principles of Management .....	3
MGMT 200 Marketing Principles (Prerequisite: MGMT130, and ECON 101 or ECON 102; or consent of department).....	3
Plus three additional electives from any ACFI or MGMT courses for which prerequisites have been completed. ....	9
<ul style="list-style-type: none"> <li>• One economics course (either ECON 101 Principles of Microeconomics or ECON 102 Principles of Macroeconomics) may be used toward the completion of these three required electives.</li> <li>• Majors in accounting and finance and aviation science majors with a concentration in aviation management must take at least two MGMT courses at the 300 or 400 level, not to include MGMT 360 or MGMT 490 to fulfill the elective requirements.</li> </ul>	

\* At least one-half of the courses required for the minor must be successfully completed at this college.

Total minimum credits: 18

## TRANSFER OF CREDIT AFTER ADMISSION

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar's Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. A minimum of grade "C-" is required for transfer of credit. Transcripts of these approved courses must be submitted to the Registrar's Office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the grade-granting institution to the Registrar's Office at Bridgewater State College.

## HONORS PROGRAM

The Department of Management offers a departmental honors program in management. This program provides an opportunity for well-qualified management majors to conduct independent research and scholarly study in management. Contact the Department of Management for further information concerning eligibility and application

## GRADUATE PROGRAMS

### MASTER OF SCIENCE DEGREE IN MANAGEMENT

Successful managers in the 21<sup>st</sup> century must have specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science (MS) degree in management program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four three-course concentrations.

- Accounting
- Marketing
- Organization Development
- Technology Management

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- An appropriate score on the GMAT. For more information, contact the School of Graduate Studies
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work
- Working knowledge of computers

### MASTER OF SCIENCE DEGREE IN MANAGEMENT

#### For students who hold a bachelor's degree

The Master of Science degree in management requires 30 credits of graduate course work, including a core of five courses, three concentration courses, one elective and one capstone course. Students in the technology management concentration, marketing concentration or organizational development concentration take MGMT 590 Management Systems Seminar as their capstone course. The foundation courses must be taken prior to taking the core or concentration courses and may not be used to fulfill the 30-credit program requirements. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses: courses in accounting and finance for ACFI 505, and courses in marketing and law for MGMT 506. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508-531-1395 or e-mail afdept@bridgew.edu for information.



Five-year Bachelor of Science in Management/ Master of Science in Management

Undergraduate students who have completed at least 30 credits of course work at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their BS or BA degree in 30 additional credits may apply for the five-year BS/MS program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year, and graduate with both degrees. Admission to this program is selective and limited.

The Master of Science in Management Curriculum

Candidates for the MS must successfully complete the following course requirements.

Management Core Courses	Credits
MGMT 501 Systems Research and Problem Solving .....	3
MGMT 526 Project Management.....	3
MGMT 576 Organizational Change and Leadership .....	3
MGMT 581 Information Resources Management .....	3
MGMT 582 Business System Design and Integration .....	3
Total minimum core credits:	15

Concentration Area Requirements\*

\* For accounting concentration and capstone requirements, see the "Department of Accounting and Finance" section of this catalog.

Marketing Concentration	Credits
Management Core Courses .....	15
Select three courses from the following .....	9
MGMT 510 International Marketing	
MGMT 540 Industrial Marketing	
MGMT 554 Issues in Global E-Commerce	
MGMT 594 Marketing Management and Strategy	
One elective: Any approved (ACFI or MGMT) MS course .....	3
Capstone Course	
MGMT 590 Management Systems Seminar .....	3
Total minimum credits (marketing):	30

Organization Development Concentration	Credits
Management Core Courses .....	15
MGMT 572 Interpersonal and Group Behavior .....	3
MGMT 578 Organizational Development.....	3
Select one course from the following .....	3
MGMT 571 Organizational Culture and Workforce Diversity	
MGMT 577 Power and Influence in Organizations	
One elective: Any approved (ACFI or MGMT) MS course .....	3
Capstone Course	
MGMT 590 Management Systems Seminar .....	3
Total minimum credits (organization development):	30

Technology Management Concentration	Credits
Management Core Courses .....	15
Select three courses from the following .....	9
MGMT 527 Product Development Processes	
MGMT 528 Quality and Risk Management	
MGMT 561 Environmental Management	
MGMT 562 Strategic Management of Technological Innovation	
One elective: Any approved (ACFI or MGMT) graduate course .....	3
Capstone Course	
MGMT 590 Management Systems Seminar.....	3
Total minimum credits (technology management):	30



## Counselor Education

## Elementary and Early Childhood Education

## Movement Arts, Health Promotion and Leisure Studies

## PreK-12 Education (For Educators in Non-U.S. Settings)

## Secondary Education and Professional Programs

## Special Education and Communication Disorders

## Educational Leadership

## Instructional Technology

Dr. Anna Bradfield  
*Dean, School of Education and Allied Studies*

Ms. Mary Ann McKinnon  
*Assistant Dean*

**Location:** Hart Hall, Room 124  
**Web site:** [www.bridgew.edu/SoEd](http://www.bridgew.edu/SoEd)

## ACADEMIC DEPARTMENTS

*Counselor Education*

Dr. Michael Kocet, Chairperson

*Elementary and Early Childhood Education*

Dr. Nancy Witherell, Chairperson

*Movement Arts, Health Promotion and Leisure Studies*

Professor Samuel Baumgarten, Chairperson

*Secondary Education and Professional Programs*

Dr. Lynne Yeamans, Chairperson

*Special Education and Communication Disorders*

Dr. Robert MacMillan, Chairperson

## ACADEMIC PROGRAMS

*Athletic Training*

Dr. Marcia Anderson, Graduate Program Coordinator

*Counselor Education*

Dr. Michael Kocet, Chairperson

*Educational Leadership*

Dr. Lynne Yeamans, Graduate Program Coordinator

*Elementary and Early Childhood Education*

Dr. John Marvelle, Graduate and Postbaccalaureate Program Coordinator

*Health Promotion/Physical Education*

Dr. Karen Richardson, Graduate Program Coordinator

*Instructional Technology*

Dr. Thanh Nguyen, Graduate Program Coordinator

*PreK-12 Education (For Educators in Non-U.S. Settings)*

For information on this program contact the School of Graduate Studies 508.531.1300

*Reading*

Dr. Ruth Farrar, Graduate Program Coordinator

*Secondary Education*

Dr. Thomas Brady, Graduate Program Coordinator

*SEAS Core Courses*

Dr. John-Michael Bodi, Graduate Program Coordinator

*Special Education and Communication Disorders*

Dr. Kenneth Dobush, Graduate Program Coordinator



The School of Education and Allied Studies offers undergraduate and graduate programs for the professional preparation of early childhood, elementary, special education, middle and high school teachers, as well as for specialized positions in school and community-based organizations and agencies. All programs in the school are devoted to developing professionals who are committed to excellence, understand best practices and research and work collaboratively in their chosen areas. The school also provides service to the schools, community organizations and agencies of the region. The school conducts an ongoing review of professional standards and requirements in order to respond to the changing needs of the profession. Graduates of programs leading to initial licensure are ready to enter the profession of teaching. During advanced-degree programs leading to the professional stage of licensure and other graduate course work, educators strengthen their leadership abilities and their commitment to lifelong learning.

Extensive field experiences in schools and agencies contribute to the development of meaningful linkages between study and practice. Procedures and guidelines are implemented to ensure that high quality standards are maintained in field-based experiences and that students have experiences working in settings with diverse populations of children and youth.

Students following the curricula leading to a bachelor of science in education degree are prepared as early childhood, elementary or special needs teachers. Students majoring in early childhood education, elementary education or special education must complete an arts and sciences major (for special education (5-12), a major taught in grades 5-12), as well as a major in the School of Education and Allied Studies. Students majoring in most curricula leading to a bachelor of arts or a bachelor of science degree may select a minor in secondary education, which prepares them for middle school and/or high school teaching. Students majoring in physical education earn a bachelor of science or bachelor of arts degree.

## UNDERGRADUATE PROGRAMS

### Majors

Athletic Training

Early Childhood Education

Elementary Education (Concentration in):

Early Education and Care, PreK-K  
(non-public school licensure)

Health Education

Community Health

School Health

Physical Education (Concentrations in):

Coaching

Exercise Science/Health Fitness

Motor Development Therapy/Adapted Physical Education

Recreation

Recreation and Fitness Club Administration

(Teacher Licensure available in):

Teacher Licensure in Physical Education (PreK-8)

Teacher Licensure in Physical Education (5-12)

Special Education (Concentration in):

Communication Disorders

(Teacher Licensure available in):

Teacher of Students with Moderate Disabilities (PreK-8, 5-12)

Teacher of Students with Severe Disabilities (all levels)

### Minors in

Coaching

Communication Disorders

Dance

Exercise Physiology

Health Promotion

Health Resources Management

Recreation

Inclusive Practices in Special Education and

Communication Disorders

Professional Practices in Special Education and

Communication Disorders

Secondary Education minor (High School, Middle School

Education or PreK-12 specialist licenses) with majors,

concentrations, or options in:

*Biology*

*Chemistry*

*Dance (all levels)*

*Earth Sciences*

*English*

*Health/Family and Consumer Sciences (all levels)*

*History*

*Mathematics*

*Music (all levels)*

*Physics*

*Theater (all levels)*

*Visual Art (PreK-8 and 5-12)*

## POSTBACCALAUREATE, GRADUATE, AND POSTMASTER'S PROGRAMS

Postbaccalaureate programs leading to initial licensure are offered in:

Early Childhood Education

Elementary Education

Health/Family and Consumer Sciences (PreK-12)

Physical Education (PreK-8) (5-12)

Secondary Education

(Middle School/High School, PreK-12 Specialist)

Special Education (Moderate and Severe Disabilities)

Graduate curricula leading to the master's degree and

Certificate of Advanced Graduate Study (CAGS) are offered

in the following fields:

### Master's Programs

Master of Arts in

Teaching

### Consult office of

Secondary Education

and Professional Programs

(in conjunction with several of

the departments in the School

of Arts and Sciences)



## Master of Education

Counseling

Early Childhood

Educational  
Leadership

Elementary Education

Health Promotion

Instructional Technology

PreK-12 Education (For  
Educators in Non-U.S. Settings)

Reading

Special Education

## Master of Science

Athletic Training

Physical Education

## Post Master's Programs

Certificate of Advanced  
Graduate Study (CAGS  
in Education)

Concentrations:  
Counseling

Educational Leadership

Reading

## Consult office of

Counselor Education

Elementary and Early  
Childhood Education

Secondary Education and  
Professional Programs

Elementary and Early  
Childhood Education

Movement Arts, Health  
Promotion and Leisure Studies

Secondary Education and  
Professional Programs

School of Graduate Studies

Elementary and Early  
Childhood Education

Special Education and  
Communication Disorders

## Consult office of

Movement Arts, Health  
Promotion and Leisure Studies

Movement Arts, Health  
Promotion and Leisure Studies

## Consult office of

Counselor Education

Secondary Education and  
Professional Programs

Elementary and Early  
Childhood Education

## LICENSURE OF EDUCATIONAL PERSONNEL

All candidates seeking Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding regulation changes that may have an impact on their licensure program.

The School of Education and Allied Studies, through its departments and committees, offers the following state-approved programs leading to Massachusetts licensure and eligibility for licensure in participatory states and territories through the Interstate Certification Contract. Information on undergraduate and graduate programs leading to licensure is found in appropriate departmental sections.

### Educator Licensure Programs

Administrator of Special Education (all levels)

Early Childhood Teacher of Students with or without Disabilities (PreK-2)

Elementary (1-6)

Instructional Technology (all levels)

Reading Specialist (all levels)

School Social Worker/School Adjustment Counselor (all levels)

School Business Administrator (all levels)

School Guidance Counselor (PreK-8)

School Guidance Counselor (5-12)

School Principal/Assistant Principal (PreK-6)

School Principal/Assistant Principal (5-8)

School Principal/Assistant Principal (9-12)

Superintendent/Assistant Superintendent (all levels)

Supervisor/Director (all levels)

Teacher of Biology (5-8)

Teacher of Biology (8-12)

Teacher of Chemistry (5-8)

Teacher of Chemistry (8-12)

Teacher of Dance (all levels)

Teacher of Earth Science (5-8)

Teacher of Earth Science (8-12)

Teacher of English (5-8)

Teacher of English (8-12)

Teacher of Health/Family and Consumer Sciences (all levels)

Teacher of History (5-8)

Teacher of History (8-12)

Teacher of Mathematics (5-8)

Teacher of Mathematics (8-12)

Teacher of Music (all levels)

Teacher of Physical Education (PreK-8)

Teacher of Physical Education (5-12)

Teacher of Physics (5-8)

Teacher of Physics (8-12)

Teacher of Students with Moderate Disabilities (PreK-8)



Teacher of Students with Moderate Disabilities (5-12)  
Teacher of Students with Severe Disabilities (all levels)  
Teacher of Theater (all levels)  
Teacher of Visual Art (PreK-8)  
Teacher of Visual Art (5-12)

Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences. All teachers licensed by the Commonwealth of Massachusetts are required to have a major in the liberal arts or sciences.

The following majors meet the arts and sciences requirement at Bridgewater State College:

Anthropology	History
Art	Mathematics
Biology	Music
Chemistry	Philosophy
Chemistry-Geology	Physics
Communication Studies	Political Science
Earth Science	Psychology
Economics	Sociology
English	Spanish
Geography	

Students should consult with both their arts and sciences adviser and their education adviser each semester (with a final check the semester prior to their last semester) to ensure that all licensure and academic degree requirements have been successfully met.

It is the student's responsibility to ensure that all required course work is successfully completed for the core curriculum, the liberal arts and sciences major, and the state-approved major or minor which leads to licensure. Students must additionally assume responsibility for submitting all materials to appropriate offices by the established deadlines.

Note: All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

Students having questions regarding their licensure and/or academic requirements should consult with their adviser, the appropriate department chairperson or the graduate program coordinator for additional information.

## ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – UNDERGRADUATE STUDENTS

All undergraduate students preparing for a career in education which requires licensure must formally apply, satisfy all selection criteria, and be recommended for admission into professional education programs in the School of Education and Allied Studies. Students may not enroll in education courses beyond the introductory level until they have met all admissions criteria and are officially admitted to the program.

### Criteria for Admission

The following criteria have been established as minimum requirements for admission to a professional education program:

- Candidates must be matriculated into an undergraduate arts or sciences degree program (with appropriate undergraduate major/equivalent).
- Candidates must provide proof of having attained a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Candidates must have an overall cumulative grade point average of 2.8. This minimum GPA must be maintained throughout the professional education program.
- Candidates must demonstrate proof of proficiency in written English (minimum grades of "C+" in ENGL 101 and ENGL 102 or equivalent).
- Candidates must provide evidence of early field-based experiences working with children or youth in schools or other agencies as part of an introduction to education course (ECED 230, EDHM 210, ELED 220, SPED 202 or PHED 205). The number of hours and placement are determined by the department.
- Candidates must have a complete health record (Immunization Record) on file with the Office of Health Services.
- Candidates must interview, if required, with their individual education departments (check with department).
- Candidates must provide two faculty recommendation ratings of at least "recommend" or "highly recommend" on the forms provided with the application packet.
- Candidates must submit a complete Application for Admission to a Professional Education Program. The application includes biographical data, information on employment and volunteer experiences, and verification of completion of criteria 1-8 above. The application will be reviewed to determine competency in written expression of the English language and should reflect the candidate's commitment to a career in education. Therefore, candidates should pay particular attention to correct spelling and the proper use of grammar when completing the application.

Candidates seeking admission to the professional education block in elementary or early childhood education should consult the "Department of Elementary and Early Childhood Education" section of this catalog regarding additional admission requirements.



Note: Teacher preparation candidates will be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Elementary and Secondary Education requires all candidates to sign an affidavit that states they "have not been convicted of nor are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license.

## Admission Deadlines

Students must apply and be admitted to a professional education program before they may enroll in upper level (beyond the introductory level) professional education courses. Students are responsible for maintaining communication with their academic advisers and for preparing and submitting the completed application packets. Applications are accepted at any time. To ensure adequate time for processing, however, application should be made several weeks in advance of the anticipated date of registration for professional education courses.

All students enrolling in upper-level courses in the School of Education and Allied Studies must have been officially accepted into professional education.

## Admission Process

The following is the established process for admission to an initial licensure program in the School of Education and Allied Studies:

- The student receives the application packet from the instructor of the introduction to education course (ECED 230, EDHM 210, ELED 220, SPED 202 or PHED 205) or downloads an application from the School of Education and Allied Studies Web site [www.bridgew.edu/licensurefieldplacement/](http://www.bridgew.edu/licensurefieldplacement/).
- The student completes the application as directed in the packet and returns it to the Office of Professional Education.
- Students will be notified via mail of the status of their application.

## ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – POSTBACCALAUREATE/GRADUATE STUDENTS

All postbaccalaureate teacher education candidates must be admitted to a postbaccalaureate program through Graduate Admissions (see the "School of Graduate Studies" section of this catalog). Candidates must submit evidence of a minimum 2.8 overall undergraduate grade point average, passing scores on appropriate sections of the Massachusetts Tests for Educator Licensure® (MTEL), three recommendations and biographical information as part of the graduate admission process.

Note: Teacher preparation candidates will be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Elementary and Secondary Education requires all candidates to sign an affidavit that states they "have not been convicted of nor

are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license.

## Retention and Exit Requirements

Students must remain in full compliance with all regulations, requirements, policies and procedures of the School of Education and Allied Studies, the School of Graduate Studies, the college and the State Department of Elementary and Secondary Education.

## Admission/Retention Appeal Process

A student who wishes to request reconsideration of a professional education program admission/retention decision may submit a written letter of appeal to the dean of the School of Education and Allied Studies.

## APPLICATION FOR PRACTICUM – UNDERGRADUATE AND POSTBACCALAUREATE PROGRAMS

### Admissions Criteria

The following criteria must be met for admission to the practicum (student teaching):

- Candidates must be matriculated into an undergraduate arts and sciences degree or graduate licensure program
- Candidates must satisfy all admission criteria for professional education programs (MTEL® passing scores, English proficiency, prepractica hours, health records), and maintain continued good standing in the School of Education and Allied Studies.
- Candidates must have a 2.8 overall cumulative grade point average. Middle school and high school teacher candidates must also have a 2.8 grade point average in the arts and sciences major.
- Candidates must submit evidence of having passed all three parts of the Massachusetts Tests for Educator Licensure® (MTEL), including the appropriate subject tests.
- Candidates must have successfully completed all prerequisite courses and prepractica field experiences.
- Candidates must obtain departmental approval (via the signature of chair or graduate coordinator on their student teaching application).

### Admission Deadline

The deadline for submitting the completed application packet to the Field Experience Office is **Feb. 1** to student teach the following fall and **Sept. 30** to student teach the following spring.

All practica are completed within the college's service area at centers and sites established by the School of Education and Allied Studies. Students are supervised by appropriately qualified faculty. In that the practica experiences are intense and rigorous, it is recommended that students not enroll in other courses during the semester that they student teach.

Criminal Offender Record Inquires (CORI) are conducted by placement sites. An unsatisfactory CORI report is a reason for



refusal of placement by the Bridgewater State College Office of Field Placement and cooperating school districts and agencies.

Complaints filed by schools or agencies relative to a student teacher will be reviewed by a committee from the School of Education and Allied Studies. In instances where the student teacher has not met the procedures, policies, standards and/or expectations of the college as set forth in this catalog, the *Practicum Handbook* and/or other college documents, the student may be removed from the assignment and the program.

The School of Education and Allied Studies is under no obligation to make a second placement for a student who has been removed from his/her field assignment for cause.

## ADMISSION TO, RETENTION IN AND EXIT FROM PROFESSIONAL EDUCATION PROGRAMS – MAT, MEd, CAGS

All graduate students seeking licensure must formally apply, satisfy all selection criteria and be recommended for admission into professional education programs in the School of Education and Allied Studies and the School of Graduate Studies.

The following requirements and criteria for admission to and retention in licensure and degree programs in the School of Education and Allied Studies and the School of Graduate Studies have been established:

- All students must be formally admitted to a graduate degree or licensure program by the School of Graduate Studies.
- Students must remain in good standing with the School of Graduate Studies and the School of Education and Allied Studies.

## SUBSTITUTIONS/WAIVERS FOR LICENSURE

Undergraduate and graduate students with prior courses and/or experiences that are equivalent to or exceed those required in a particular state approved program may request a substitution by way of their academic adviser through their department. Students should contact their adviser for a copy of this institutional process. Grades of "D" and "F" cannot be used. This procedure is for licensure standards only; consult the major department for degree requirements.

## PROFESSIONAL EDUCATION REVIEW PROCESS

A student who experiences a problem pertaining to program waiver, licensure or other matters may request consideration under the School of Education and Allied Studies' established review process.

The first step is for the student to submit a written appeal to his or her adviser. If the situation cannot be resolved at this level, the student and/or adviser will then proceed to the department chairperson or graduate coordinator. Should the student's situation not be resolved, then the student may petition the dean of the School of Education and Allied Studies for review. The dean, at his or her discretion, may convene a review board to hear the appeal.

## LICENSURE APPLICATION

Students wishing to apply for their Massachusetts Department of Elementary and Secondary Education *initial* educator's license will obtain application instructions during the educator licensure/career services meeting scheduled each semester during a student's initial internship/practicum. Bridgewater State College participates in the Department of Elementary and Secondary Education's online Educator Licensure and Recruitment system (ELAR). Candidates can access ELAR via the following Web address: [www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html).

BSC program completers seeking licensure through the ELAR system must fill out a Request for Recommendation Form and submit it to the Office of Professional Education.

Candidates applying for *professional* licensure should meet with the licensure coordinator in the School of Education and Allied Studies during their last semester of course work at the college to review requirements and application procedures.

All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

## LICENSURE TESTS

### Massachusetts Tests for Educator Licensure® (MTEL)

The Massachusetts Department of Elementary and Secondary Education has contracted with National Evaluation Systems (NES) in Amherst, MA, to develop and administer the educator licensure test system. Students and interested persons may contact NES to obtain information regarding upcoming test administrations and registration information at 413.256.2892 or [www.MTEL.nesinc.com](http://www.MTEL.nesinc.com). Registering, taking and achieving passing scores of the Massachusetts Tests for Educator Licensure® (MTEL) are the students' responsibility and are required for educational licensure in the state of Massachusetts. Registration bulletins and additional information may also be obtained in the Office of the School of Education and Allied Studies reception area.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Elementary and Secondary Education) on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) as part of the admission criteria of the School of Education and Allied Studies.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Elementary and Secondary Education) on the *appropriate subject tests* of the Massachusetts Tests for Educator Licensure® (MTEL) prior to being placed for student teaching. Students are encouraged to consult with their individual departments regarding program-specific MTEL® requirements.



**MASTER OF EDUCATION PREK-12  
EDUCATION (FOR EDUCATORS IN  
NON-U.S. SETTINGS)**

This program is designed for individuals who wish to earn a graduate degree in PreK-12 Education for Educators in Non-U.S. Settings. The program is for American citizens who hold undergraduate U.S. degrees and are teaching overseas.

**Admission Requirements**

- Hold a bachelor's degree from an accredited college
- Have 2.8 grade point average
- Three letters of recommendation; at least two should be from professors and the third can be from a professional employer
- Submit a completed application with statement of intent
- Achieve a minimum GPA of 3.0 for the first two degree courses

**Program Requirements**

	Credits
<b>Education Masters Core Courses</b> .....	15 credits
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy .....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher .....	3

**Elective Courses**

In collaboration with the non-U.S. setting site, Bridgewater State College will identify course work that meets the needs of the students ..... 15

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

Total minimum credits: 30

**CERTIFICATE OF ADVANCED GRADUATE  
STUDY (CAGS) IN EDUCATION**

The School of Education and Allied Studies offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in mental health, counseling, school guidance counseling, educational leadership and reading. For details, students should consult the counseling, educational leadership and reading program sections of this catalog.

**BRIDGEWATER STATE COLLEGE/  
UNIVERSITY OF MASSACHUSETTS - LOWELL  
COLLABORATIVE CAGS/EdD PROGRAM**

A transfer agreement is in place between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS), and the University of Massachusetts-Lowell which offers the Doctor of Education (EdD) degree.

In accordance with this agreement, students who satisfactorily complete the CAGS program with a concentration in educational leadership or reading at Bridgewater State College and who apply and are admitted to the EdD program at the University of Massachusetts-Lowell will be eligible to transfer up to 12 credits from the CAGS program into the doctoral program. Specific provisions of the transfer credits will be subject to regulations described in the *Graduate School Catalog* of the University of Massachusetts-Lowell. Graduates of the CAGS program at Bridgewater State College will be entitled to the same considerations as graduates of the CAGS program at Lowell. Applicants to the doctoral program must submit a completed application for review by the College of Education's Admissions and Standards Committee at the University of Massachusetts-Lowell.

For additional information about these programs, contact:

Dr. Lynne Yeamans, graduate program coordinator, Educational Leadership Program, Hart Hall, Room 222, Bridgewater State College, Bridgewater, MA 02325

Dr. Ruth Farrar, graduate program coordinator, Reading Program, Hart Hall, Room 133, Bridgewater State College, Bridgewater, MA 02325



## FACULTY

**Chairperson and Graduate Program Coordinator:**  
Associate Professor Michael Kocet

**Professors:** Victoria Bacon, Maxine Rawlins

**Associate Professor:** Louise Graham

**Assistant Professors:** Theresa Coogan, Melissa Freeburg,  
Christy Lyons

**Department Telephone Number:** 508.531.2836

**Location:** Kelly Gymnasium, Room 104

**Web site:** [www.bridgew.edu/counselingprograms](http://www.bridgew.edu/counselingprograms)

## DEGREE PROGRAMS

- MEd in Counseling  
Concentrations: Mental Health Counseling, Mental Health Counseling–Dual License, School Counseling (PreK-8, 5-12), Student Affairs Counseling

## CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Mental Health Counseling
- School Counseling

## POSTMASTER’S LICENSURE PROGRAM

- School Counseling (PreK-8, 5-12)

### Mission Statement

The Bridgewater State College graduate Department of Counselor Education prepares professional counselors to provide counseling, consultation and preventive services to individuals, families, groups and communities in mental health, student affairs and PreK-12 educational settings. The faculty embrace a professional identity as counselors and facilitate the development of this professional identity in students by stressing wellness, lifespan development, professional ethics, multicultural competencies and prevention. The counseling faculty are diverse with regard to background, experience and counseling orientation, and prepare counselors to help clients effectively respond to developmental, educational, career, mental health and other lifespan challenges. As professional counselors, students in the Department of Counselor Education are educated to think critically, communicate effectively and responsibly utilize innovative strategies to enhance the practice of counseling in the 21<sup>st</sup> century. The faculty facilitate the ability of students to translate theoretical and philosophical principles into practical application to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

## GRADUATE PROGRAMS

### COUNSELING PROGRAM OPTIONS

#### Master of Education in Counseling Program Options

Mental Health Counseling - 63 credits

Mental Health Counseling: Dual License - 66 credits

School Counseling - 51 credits

Student Affairs Counseling - 51 credits

#### Postmaster’s in Counseling Program Options

Certificate of Advanced Graduate Study in Mental Health Counseling - 30 credits (minimum)

Certificate of Advanced Graduate Study in School Counseling - 30 credits

### General Admission Criteria for the Counseling Programs

The counselor education faculty seek to admit students who will become highly effective professional counselors. As such, the faculty look at each student’s application as a whole and do not exclude students based on any one criterion. Students must submit a complete application by **Oct. 1** for spring semester admission and **Feb. 1** for summer/fall semester admission. In addition to the admission standards set by the college, there are general admission criteria for counseling that are based on state and national standards outlined below. Specific program admission requirements are identified under individual program options on the following pages.

- Each applicant is reviewed by counselor education faculty who serve on the Counseling Programs Committee.
- Each applicant must demonstrate success in forming effective interpersonal relationships in individual and small group contexts.
- Each applicant must demonstrate aptitude for graduate-level study.
- Each applicant must provide career goals and objectives and their relevance to their chosen program.
- Each applicant must demonstrate openness to self-examination and personal and professional self-development.

Students are conditionally admitted to one counseling program. All students must successfully complete the three core requirements (CNGC 528, CNGC 529, CNGC 500) to be considered as a master’s candidate. Matriculating students who desire to change programs must file a formal petition with the Counseling Programs Committee and meet all admission requirements of the desired program. A student whose petition is approved must adhere to the specific program requirements in place at the time of approval.

The counselor education faculty actively seek to recruit applicants with diverse backgrounds.



## Counseling Program Planning

All accepted students must attend an orientation for new students and meet with their faculty adviser upon acceptance.

Prospective candidates who have not been formally accepted into the program are urged to confine their selection of courses to the three core courses (CNGC 510, CNGC 528, CNGC 529, CNGC 500).

The Department of Counselor Education takes very seriously its responsibility and commitment to train professional and ethical counselors and to "protect the public good." Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the department also recognizes that there will be a small number of students for whom it becomes clear that transitioning out of the program is necessary. The department has written a Learning Contract that reflects ACA ethical standards, college guidelines, department expectations and requirements, as well as the procedures that will be followed in response to academic, personal and /or professional student-related concerns that may arise. During the new student orientation experience, the department's Learning Contract will be reviewed and discussed with all students; students will sign and receive a hard copy of the contract. Students must sign and receive a copy of the Learning Contract to continue to take courses as degree-seeking students. The contract will also be posted on each of the department's program-specific Blackboard virtual sites. A signed copy will be put in each student's file at the School of Graduate Studies.

## Grade Requirement

Students must receive a grade of "B-" or higher in each graduate course or fieldwork experience; students who receive a grade lower than a "B-" must repeat the course. In addition, students who receive a grade of "F" in any course will be dismissed from the program. Lastly, students must maintain a GPA of 3.0 or they will be placed on academic probation as outlined in the graduate student handbook.

## Fieldwork Experiences

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 700 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with an academic adviser, selects an appropriate site and is supervised by an on-site professional while meeting with a Bridgewater State College faculty member for a fieldwork seminar. Most important, students must submit a fieldwork application to the fieldwork director to participate in any fieldwork experience. Fieldwork applications must be completed by **April 1** for the fall and summer semesters and by **Nov. 1** for the spring semester.

## Comprehensive Examinations

Written comprehensive examinations are administered in November and March. The examination, which requires integrating theory and practice in the student's matriculated counselor education program, is taken during the student's fieldwork experience. Previous examinations are on the various counseling programs Blackboard sites.

## SCHOOL COUNSELING (51 credit hours)

### Admission Requirements

- A bachelor's degree in psychology or a related field that includes at least two of the following courses: general psychology, abnormal psychology and developmental psychology
- A 2.8 undergraduate GPA
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the counseling profession and counseling-related experience
- Successful experience in a counseling capacity specifically related to working with children in an educational setting
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- All applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to school counseling

### School Counselor Licensure

Course requirements leading to initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school counselor at the pre-kindergarten through 8<sup>th</sup> grade level (PreK-8) or the 5<sup>th</sup> through 12<sup>th</sup> grade level (5-12) are outlined below. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your adviser.

### School Counseling Program

#### Initial Licensure (PreK-8) (51 Credit Hours)

Requirements should be taken in the following sequence.

General Counseling Core Courses	Credits
CNGC 528 Counseling and Development.....	3
CNGC 529 Multicultural Counseling .....	3
CNGC 500 Research and Evaluation .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNGC 520 Group Experience (graded on a (P)Pass/(N)No Pass basis).....	0
CNGC 539 Introduction to Career Counseling.....	3

### School Counseling Courses

CNSG 516 Foundations in School Counseling.....	3
CNSG 515 Ethical and Legal Issues for the School Counselor ....	3
CNSG 523 The School Counselor: Psychological Development and Clinical Issues .....	3
CNSG 524 Applied School Counseling .....	3
CNSG 526 Consultation and Collaboration for School Counselors .....	3



## School Counseling Fieldwork

CNSG 570 Advanced Applied Counseling – School Counselor: (PreK-8) (100 hours).....	3
CNSG 571 Practicum: School Counselor (PreK-8) (600 hours)** .....	12
Six credits in electives at the 500 level or above .....	6
Comprehensive Examination	

\* To be taken within the first 15 credits

\*\* Students will meet with their adviser to plan their fieldwork experience. Students will need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Students should consult with their academic adviser when choosing an appropriate elective.

Total minimum credits: 51

## School Counseling Program Initial Licensure (5-12) (51 credit hours)

Requirements should be taken in the following sequence.

General Counseling Core Courses	Credits
CNGC 528 Counseling and Development.....	3
CNGC 529 Multicultural Counseling .....	3
CNGC 500 Research and Evaluation .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNGC 520 Group Experience (graded on a (P)Pass/(N)No Pass basis).....	0
CNGC 539 Introduction to Career Counseling.....	3

## School Counseling Core Courses

CNSG 516 Foundations in School Counseling .....	3
CNSG 515 Ethical and Legal Issues for the School Counselor ....	3
CNSG 523 The School Counselor: Psychological Development and Clinical Issues .....	3
CNSG 524 Applied School Counseling .....	3
CNSG 526 Consultation and Collaboration for School Counselors.....	3

## School Counseling Fieldwork

CNSG 580 Advanced Applied Counseling – School Counselor: (5-12) (100 hours).....	3
CNSG 581 Practicum: School Counselor (5-12) (600 hours)** .....	12
Six credits in electives at the 500 level or above .....	6
Comprehensive Examination	

\* To be taken within the first 15 credits

\*\* Students will meet with their adviser to plan their fieldwork experience. Students would need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10

hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Students should consult with their academic adviser when choosing an appropriate elective.

Total minimum credits: 51

## MENTAL HEALTH COUNSELING (63 credit hours)

### Admission Requirements

- Bachelor's degree in psychology or a related field, which includes general psychology, abnormal psychology and developmental psychology
- A minimum undergraduate GPA of 2.8
- Composite score of 1000 on the quantitative and verbal parts of the GRE General Test
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling related experience
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling
- All applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to mental health counseling
- Official transcripts of all undergraduate and graduate course work

This 63-credit program is for those seeking licensure as a mental health counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

## MENTAL HEALTH COUNSELING PROGRAM (63 credit hours)

	Credits
*CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings .....	3
*CNGC 528 Counseling and Development.....	3
*CNGC 529 Multicultural Counseling .....	3
*CNGC 500 Research and Evaluation .....	3
CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues .....	3
CNGC 535 Applied Counseling: Adolescent-Adult .....	3
CNGC 536 Applied Counseling: Pre-Adolescent .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNMH 568 Psychopathology.....	3
CNGC 532 Psychological Assessment.....	3
CNGC 539 Introduction to Career Counseling .....	3
CNMH 564 Theories of Psychological Development .....	3
CNGC 520 Group Experience (graded on a (P) Pass/(N) No Pass basis).....	0



CNMH 570 Advanced Applied Counseling: Mental Health Counselor (100 hours).....	3
CNMH 571 Practicum: Mental Health Counselor (Total of 900 hours)** .....	18
Six credits of electives at the 500 level or above .....	6
Comprehensive Examination	
* To be taken within first 15 credits	
** Students will meet with their adviser to plan their fieldwork experience. Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 900 hours of fieldwork at a mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three seminars over their 900 total hours/18 credits fieldwork experience.	
Total minimum credits:	63

## MENTAL HEALTH COUNSELING – DUAL LICENSE (66 credit hours)

### Admission Requirements

- A bachelor's degree in psychology or a related field, which includes general psychology, abnormal psychology and developmental psychology
- A 2.8 undergraduate GPA
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test
- A passing score on the communication and literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling-related experience
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling
- All applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to mental health counseling

This 66-credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor License with the Department of Elementary and Secondary Education. Program requirements have been designed to meet current state licensing requirements (CMR 262) and initial licensure by the Massachusetts Department of Elementary and Secondary Education as a school adjustment counselor.

Mental Health Counseling – Dual License Counseling Program (66 credit hours)	Credits
*CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings.....	3
*CNGC 528 Counseling and Development.....	3
*CNGC 529 Multicultural Counseling .....	3
*CNGC 500 Research and Evaluation .....	3
CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues .....	3
CNGC 535 Applied Counseling: Adolescent-Adult .....	3
CNGC 536 Applied Counseling: Pre-Adolescent .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNMH 568 Psychopathology.....	3
CNGC 563 Psychopharmacology for Nonmedical Professionals.....	3
CNGC 520 Group Experience (graded on a (P) Pass/(N) No Pass basis).....	0
CNGC 532 Psychological Assessment .....	3
CNGC 539 Introduction to Career Counseling .....	3
CNMH 564 Theories of Psychological Development .....	3
CNGC 582 Principles and Methods of Community Counseling and Consultation.....	3
CNMH 580 Advanced Applied Counseling: Mental Health Counselor – Dual License (100 hours).....	3
CNMH 571 Internship: Mental Health Counselor (Total of 450 hours)** .....	9
CNMH 582 Internship: Mental Health Counselor - Dual License (Total of 450 hours)** .....	9
Three credits of elective at the 500 level or above .....	3
Comprehensive Examination	
*To be taken within the first 15 credits	
** Students will meet with their adviser to plan their fieldwork experience. Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of field work they will complete that semester: 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three total seminars.	
Total minimum credits:	66

## STUDENT AFFAIRS COUNSELING (51 credit hours)

### Admission Requirements

- A bachelor's degree in psychology or a related field, which includes at least one of the following courses: general psychology, abnormal psychology and developmental psychology



- A minimum undergraduate GPA of 2.8
- Composite score of 1000 on the quantitative and verbal parts of the GRE General Test
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the higher education/student affairs profession and related experience
- Successful experience in a counseling capacity or related experience in student affairs
- All applicants will be required to interview with a faculty member
- Completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to student affairs counseling
- Official transcripts of all undergraduate and graduate course work

This 51-credit program is designed for those students interested in careers in student affairs settings.

**Student Affairs Counseling Program  
(51 credit hours)**

**Credits**

Requirements should be taken in the following sequence.

*CNGC 528 Counseling and Development.....	3
*CNGC 529 Multicultural Counseling .....	3
*CNGC 500 Research and Evaluation .....	3
CNGC 538 Group I: Theory and Process of Group Interaction...	3
CNGC 520 Group Experience (graded on a (P) Pass/(N) No Pass basis).....	0
CNGC 539 Introduction to Career Counseling.....	3
CNSA 551 Student Development Theory in Higher Education ...	3
CNSA 523 Foundations in Higher Education for Student Affairs Practice .....	3
CNSA 520 Ethical, Legal and Professional Issues in Student Affairs.....	3
CNSA 525 Student Affairs Administration.....	3
CNSA 530 Applied Counseling for Student Affairs Professionals .....	3
CNSA 560 Special Topics in Student Affairs (1-3 credits) or any counseling elective.....	3
CNSA 570 Advanced Applied Counseling: Student Affairs Counseling (100 hours; 3 credits).....	3
CNSA 571 Internship: Student Affairs Counselor (Total of 600 hours)** .....	12
Six elective credits at the 500 level or above .....	6

**Capstone experience choices**

- Option A: Comprehensive Examination and Capstone Portfolio  
Option B: Master's Thesis

\*To be taken within first 15 credits  
\*\*Students will meet with their adviser to plan their fieldwork experience. Students must complete a minimum of 600 fieldwork hours at a site approved by the Counseling Programs Committee. An internship includes from 150-600

clock hours with a total of 600 hours at the site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours nine credits; 40 hours per week/600 total hours = 12 credits.

Students should consult with their academic advisers when choosing an appropriate elective.

Students in the student affairs counseling program will not be eligible for licensure.

Total minimum credits: 51

**POSTMASTER'S LICENSURE IN SCHOOL COUNSELING**

The Postmaster's Licensure program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied master's degree in counseling or a related field (e.g., social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty adviser in accordance with the current BSC requirements for licensure as a school counselor, which are aligned with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. The program will complement previous master's level course work, and will include all appropriate field experiences and a capstone experience.

**Admission Requirements for Postmaster's Licensure in School Counseling**

- An applied master's degree in counseling or related field (i.e. social work, clinical psychology) which includes a formal, supervised field experience
- A 3.25 cumulative GPA in the master's program
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the counseling profession
- Successful experience in a counseling capacity
- Applicants seeking licensure must complete at least 50 percent of the required school counseling course work at BSC as required by the School of Education and Allied Studies and School of Graduate Studies.
- Final applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to school counseling
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- Official transcripts of all undergraduate and graduate course work



## Postmaster's Licensure in School Counseling (PreK-8) Program

Note:

- Students must complete CNSG 524 Applied School Counseling before entering the field experience (a minimum grade of "B" is required).
- Students must complete CNSG 615 Legal and Ethical Issues for the School Counselor, which can be taken concurrently with either the pre-practicum or practicum experience.
- Students must complete all required field experience requirements and may not waive the field experience requirement based on previous experience.

Requirements should be taken in the following sequence.

General Counseling Core Courses	Credits
CNGC 528 Counseling and Development.....	3
CNGC 529 Multicultural Counseling .....	3
CNGC 500 Research and Evaluation .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNGC 539 Introduction to Career Counseling.....	3

### School Counseling Core Courses

CNSG 516 Foundations of School Counseling.....	3
CNSG 515 Ethical and Legal Issues for the School Counselor ....	3
CNSG 523 The School Counselor: Psychological Development and Clinical Issues .....	3
CNSG 524 Applied School Counseling .....	3
CNSG 526 Consultation and Collaboration for School Counselors.....	3

### School Counseling Fieldwork

CNSG 580 Advanced Applied Counseling – School Counselor: (PreK-8) (100 hours).....	3
CNSG 581 Practicum: School Counselor (PreK-8) (600 hours)* .....	12
Six credits in electives at the 500 level or above .....	6

\* Students will meet with their adviser to plan their fieldwork experience. Students need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Total minimum credits: 45

## Postmaster's Licensure in School Counseling (5-12) Program

Requirements should be taken in the following sequence.

General Counseling: Core Courses	Credits
CNGC 528 Counseling and Development.....	3
CNGC 529 Multicultural Counseling .....	3
CNGC 500 Research and Evaluation .....	3
CNGC 538 Group I: Theory and Process of Group Interaction ...	3
CNGC 539 Introduction to Career Counseling.....	3

## School Counseling: Core Courses

CNSG 516 Foundations of School Counseling.....	3
CNSG 515 Ethical and Legal Issues for the School Counselor ....	3
CNSG 523 The School Counselor: Psychological Development and Clinical Issues .....	3
CNSG 524 Applied School Counseling .....	3
CNSG 526 Consultation and Collaboration for School Counselors.....	3

## School Counseling Fieldwork

CNSG 580 Advanced Applied Counseling – School Counselor: (5-12) (100 hours).....	3
CNSG 581 Practicum: School Counselor (5-12) (600 hours)* .....	12

\* Students will meet with their adviser to plan their fieldwork experience. Students would need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience.

Total minimum credit hours: 45

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – MENTAL HEALTH COUNSELING (30 credits)

The CAGS in Mental Health Counseling is designed for students who are practicing counselors and do not possess a 60-credit master's degree in counseling or related field and need a CAGS to apply for licensure in Massachusetts as a Mental Health Counselor (CMR 262).

### Admission Requirements

- A master's degree in counseling, which included an applied counseling internship with clinical supervision
- A 3.25 cumulative GPA in the master's program
- Three letters of recommendation at least one of which should be from a supervisor who has knowledge of the applicant's counseling activities
- Successful experience in a counseling capacity demonstrated by at least one year of full-time employment as a counselor
- Final applicants will be required to interview with a faculty member
- A completed application including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to mental health counseling
- Official transcripts of all undergraduate and graduate course work

Students accepted in the CAGS in Mental Health Counseling program will meet with a faculty adviser and design a program based on the current requirements for licensure in Massachusetts. The program will complement previous master's



level course work but must include an internship and a comprehensive examination. The program requires a minimum of 30 graduate credits.

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN MENTAL HEALTH COUNSELING PROGRAM (30 credits)

	Credits
*CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings.....	3
*CNGC 528 Counseling and Development .....	3
*CNGC 529 Multicultural Counseling .....	3
*CNGC 500 Research and Evaluation .....	3
CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues .....	3
CNGC 535 Applied Counseling: Adolescent-Adult .....	3
CNGC 536 Applied Counseling: Pre-Adolescent .....	3
CNGC 538 Group I: Theory and Process of Group Interaction .....	3
CNMH 568 Psychopathology.....	3
CNGC 532 Psychological Assessment.....	3
CNGC 539 Introduction to Career Counseling.....	3
CNMH 564 Theories of Psychological Development .....	3
CNMH 570 Advanced Applied Counseling: Mental Health Counselor (100 hours) .....	3
CNMH 671 CAGS Internship: Mental Health Counselor (600 hours)** .....	12
Elective: Three credits at the 500 level or above.....	3

\*To be taken within first 15 credits

\*\* Students will meet with their adviser to plan their fieldwork experience. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of field work they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

Total minimum credits: 30

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – SCHOOL COUNSELING (30 credits)

The Certificate of Advanced Graduate Study in School Counseling program is for licensed school counselors seeking to enhance their expertise through professional development.

### Admission Requirements

- A master’s degree in counseling
- An initial or professional license as a school counselor
- Three letters of recommendation at least one from a supervisor who has knowledge of the applicant’s professional experience as a school counselor

- All applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that explains how this CAGS program will contribute to the candidate’s professional development as a school counselor
- Official transcripts of all undergraduate and graduate course work

Note: Interested professionals must submit a completed counseling program application by **Oct. 1** for spring semester admission or **Feb 1** for summer/fall semester admission.

Massachusetts Department of Elementary and Secondary Education licensed educators, administrators and professional support personnel are required to renew their professional (formerly “standard”) stage licenses every five years. Individuals must engage in sustained professional development that strengthens their professional knowledge and skills as part of the recertification process. Licensed school counselors need between 120 and 150 professional development points (PDPs) to renew their primary licenses. Under the revised recertification regulations, one graduate credit is the equivalent of 22.5 PDPs.

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN SCHOOL COUNSELING PROGRAM (30 credits)

	Credits
CNSG 605 Orientation to Capstone Experience.....	1
CNGC 610 Counselor Supervision: Principles and Practice.....	3
CNSG 615 Legal and Ethical Issues for the School Counselor .....	3
CNGC 620 Multicultural Counseling II .....	3
CNGC 625 Enhancing Counseling and Prevention through Technology.....	3
CNGC 542 Group II: The Facilitation of Group Experience .....	3
CNGC 630 Child and Adolescent Psychopathology .....	3
CNSG 607 Capstone Experience .....	2
Counseling electives to equal nine credits .....	9

(Electives will be determined during the orientation course)

### Electives

- CNGC 529 Multicultural Counseling
- CNGC 536 Applied Counseling: Pre-Adolescent
- CNGC 538 Group I: Theory and Process of Group Interaction (satisfies prerequisite to CNGC 542 Group II: The Facilitation of the Group Experience)
- CNGC 539 Introduction to Career Counseling
- CNGC 544 Introduction to Reality Therapy
- CNGC 561 Grief Counseling
- CNGC 563 Psychopharmacology for Nonmedical Professionals
- CNGC 567 Marital and Family Therapy
- CNGC 582 Principles and Methods of Community Counseling and Consultation (satisfies prerequisite to CNGC 625 Enhancing Counseling and Prevention through Technology)
- CNGC 660 Special Topics in Counseling
- CNMH 564 Theories of Psychopathological Development
- CNSA 551 Student Development Theory in Higher Education
- CNSG 523 The School Counselor: Psychological Development and Clinical Issues

Total minimum credits: 30



## FACULTY

**Chairperson:** Professor Nancy Witherell

**Graduate Program Coordinators:**

Professor Ruth Farrar (Reading),  
Professor John Marvelle (Elementary and Early Childhood Education)

**Professors:** Steven Greenberg, Gregory Nelson, Mary Shorey, Gerald Thornell,

**Associate Professors:** Elaine Bukowiecki, Robert Sylvester

**Assistant Professor:** Patricia Emmons

**Instructor:** Nicole Glen

**Department Telephone Number:** 508.531.1243

**Location:** Hart Hall, Room 130

**Web site:** [www.bridgew.edu/elemmed](http://www.bridgew.edu/elemmed)

## DEGREE PROGRAMS

- BSE in Elementary Education
- BSE in Early Childhood Education  
Concentration: Early Education and Care (PreK-K)  
(Non-Public School Licensure)
- BSE in Elementary Education/MEd Special Education  
(Teacher of Students with Moderate Disabilities PreK-8) Dual Licensure
- MEd in Elementary Education (Initial Licensure)
- MEd in Elementary Education (Professional Licensure)
- MEd in Elementary Education (Non-Licensure)
- MEd in Early Childhood Education (Initial Licensure)
- MEd in Early Childhood Education (Professional Licensure)
- MEd in Early Childhood Education (Non-Licensure)
- MEd in Reading

## CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAM (CAGS)

- Reading

## POSTBACCALAUREATE LICENSURE PROGRAMS

- Early Childhood Teacher of Students With or Without Disabilities (PreK-2) (Initial Licensure)
- Elementary Education (Initial Licensure)

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN EDUCATION

#### ELEMENTARY EDUCATION (1-6)

Students who wish to be elementary teachers are required to select a major in elementary education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

Students must apply for admission and be accepted into professional education after completion of ELED 220 Introduction to Elementary Education and before the professional semester. ELED 220 is the only required education course in which students can enroll prior to official acceptance into a professional education program.

The Commonwealth of Massachusetts requires three Massachusetts Tests for Educator Licensure® (MTEL) for Elementary licensure: Communication and Literacy, General Curriculum (Elementary) and the Foundations of Reading. All three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated undergraduate elementary education degree-seeking students must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching.

All undergraduate students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to admission to a professional education program and the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ELED 220. An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education methods courses, students must complete a full-time, semester-long student teaching experience in a local school under the joint supervision of a college supervisor and a supervising practitioner.

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

The following courses are required to complete the elementary education major.

Credits

ENGL 254 Literature for Elementary Education Majors .....	3
GEOG 151 Human Geography .....	3
HIST 131 World History to 1500 .....	3
HIST 221 United States History and Constitutions to 1865 .....	3





# Elementary and Early Childhood Education

MATH 107 Principles of Mathematics I.....	3
POLI 172 Introduction to American Government.....	3
ELED 120 Child Study in the Early Childhood and Elementary Education Classroom.....	3
or PSYC 224 Child Psychology	
Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements.	
*ELED 220 Introduction to Elementary Education .....	3
ELED 300 Elementary Art Methods.....	5
ELED 310 Teaching Science and Social Studies in the Elementary School .....	3
ELED 330 Teaching Reading in the Elementary School.....	3
ELED 340 Teaching Language Arts in the Elementary School (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
ELED 350 Teaching Mathematics in the Elementary School.....	3
ELED 360 Teaching in a Standards-Based, Inclusive Elementary Classroom .....	3
ELED 492 Supervised Teaching in Public Schools: Elementary.....	12
Total minimum credits: 51.5	

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BSE ELEMENTARY EDUCATION/MEd SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM

The dual license program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The dual license program is a five-year, 157-credit program that leads to both a BSE in elementary education with initial license in elementary education and an MEd in special education with endorsement for initial license as a teacher of students with moderate disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

### Undergraduate Program Requirements

Students must complete a liberal arts or science major.  
The following courses are required to complete the elementary education major.

Cognate Requirements	Credits
ENGL 254 Literature for Elementary Education Majors .....	3
GEOG 151 Human Geography .....	3
HIST 131 World History to 1500.....	3
HIST 221 United States History and Constitutions to 1865.....	3
MATH 107 Principles of Mathematics I.....	3
POLI 172 Introduction to American Government .....	3
ELED 120 Child Study in the Early Childhood and Elementary Education Classroom .....	3
or PSYC 224 Child Psychology	

Note: Some of the required courses listed above also fulfill certain core curriculum requirements.

### Additional undergraduate program requirements

*SPED 202 Introduction to Special Education.....	3
ELED 310 Teaching Science and Social Studies in the Elementary School.....	3
ELED 330 Teaching Reading in the Elementary School.....	3
ELED 340 Teaching Language Arts in the Elementary School (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
ELED 350 Teaching Mathematics in the Elementary School.....	3
ELED 360 Teaching in a Standards-Based, Inclusive Elementary Classroom .....	3
or SPED 217 Meeting the Needs of All Learners	
ELED 492 Supervised Teaching in Public Schools: Elementary.....	6
SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8) .....	6
*To be completed prior to admission to professional education and enrollment in upper-division education courses.	

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### Graduate Program Requirements

Students must complete the following courses.	
EDMC 530 The Teacher as Researcher .....	3
SPED 501 Professional Practices in Special Education.....	3
SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 .....	3
SPED 517 Language Skills for Special Needs Learners.....	3
SPED 518 Reading Strategies in Special Education.....	3
SPED 530 Assessment Procedures in Special Education.....	3
SPED 550 Seminar in Special Education .....	3
SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction .....	3
SPED 575 Behavior Interventions in Special Education .....	3
SPED 594 Practicum: Moderate Disabilities (PreK-8) .....	6 or 12
Total minimum credits: 84	



## EARLY CHILDHOOD TEACHER OF STUDENTS WITH OR WITHOUT DISABILITIES (PREK-2) (DEPARTMENT OF EDUCATION PUBLIC SCHOOL LICENSURE)

Students who wish to be early childhood teachers are required to select a major in early childhood education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

The Department of Elementary and Early Childhood Education offers a major in early childhood education for public school licensure, which enables the student to prepare for career opportunities with young children from infancy through age 8. Students are provided with professional preparation in understanding stages of child growth and development, curriculum planning, teaching procedures and program evaluation.

Students seeking public school licensure must apply for admission and be accepted into professional education after completion of ECED 230 and before the professional semester. ECED 230 must be taken prior to official acceptance into a professional education program.

The Commonwealth of Massachusetts requires three Massachusetts Tests for Educator Licensure® (MTEL) for Early Childhood PreK-K (public school) licensure: Communication and Literacy, Early Childhood and the Foundations of Reading. All three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated day students seeking this Early Childhood Education degree must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching. Part-time students should contact the department concerning special scheduling arrangements.

Students seeking professional licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ECED 230, 15 hours at a preschool or kindergarten level and 25 hours at the primary level (grades 1 or 2). An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education professional courses, students must complete a full-time, semester-long student teaching experience in a local school under the joint supervision of a college supervisor and a supervising practitioner.

Students successfully completing this program will be eligible to meet Commonwealth of Massachusetts teacher initial licensure requirements for the Early Childhood Teacher of Students With or Without Disabilities (PreK-2) license.

The following courses are required to complete the early childhood education major.

	Credits
*ECED 230 The Basics of Early Childhood Education .....	3
ECED 300 Early Childhood Art Methods .....	5
ECED 311 Science and Social Studies Inquiry for the Young Child.....	3
ECED 332 Reading Development for the Young Child .....	3
ECED 342 Language Arts for the Young Child (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
ECED 352 Developmental Mathematics for the Young Child ....	3
ECED 361 Creating an Effective Early Childhood Environment .....	3
ECED 496 Supervised Teaching in Public Schools: Early Childhood .....	6
ECED 497 Supervised Teaching in an Integrated Early Childhood Setting .....	6

### Cognate Requirement

PSYC 224 Child Psychology .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
SPED 211 The Early Childhood Learner with Special Needs .....	3
Total minimum credits:	39.5

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

## EARLY EDUCATION AND CARE (PREK-K) CONCENTRATION (DEPARTMENT OF EARLY EDUCATION AND CARE CERTIFICATION)

The Department of Elementary and Early Childhood Education offers a concentration in Early Education and Care (PreK-K), which enables students to prepare for career opportunities with young children from infancy to age 6. Students are provided with professional preparation in understanding the developmental stages of very young children, effective curriculum planning, teaching methodology and program evaluation.

The concentration in Early Education and Care (PreK-K) requires a 2.5 GPA in the major and does not lead to public school licensure. This concentration will meet all current and projected requirements of the Department of Early Education and Care. This concentration does not require a second major or passing the Massachusetts Tests for Educator Licensure® (MTEL), as is the case with public school licensure.

The following courses are required to complete the Early Childhood major with a concentration in Early Education and Care (PreK-K).

Required Education Courses	Credits
ECED 230 The Basics of Early Childhood Education .....	3
ECED 280 Creative Techniques in Early Childhood.....	3
ECPK 320 Language Development and Early Literacy, (PreK-K) .....	3
ECPK 321 Project-Based, Standards-Rich Learning in Early Childhood, PreK-K .....	3
ECPK 322 Observation and Assessment in Early Childhood, PreK-K.....	3





# Elementary and Early Childhood Education

ECPK 323 Managing Positive Environments for Children, PreK-K .....	3
ECPK 490 Mentored Program Observation, PreK-K .....	3
ECPK 491 Mentored Performance Fieldwork I, PreK-K .....	3
ECPK 492 Mentored Performance Fieldwork II, PreK-K (six credits).....	6
Choose one of the following.....	3
COMM 365 Introduction to Intercultural Communication	
PSYC 230 Cross-Cultural Psychology	
SCWK 334 Intervention with Family Systems	
SOCI 203 The Family	

### Cognate Requirements

PSYC 224 Child Psychology .....	3
SPED 203 Cultural Diversity Issues in School and Society .....	3
SPED 211 The Early Childhood Learner with Special Needs .....	3
Total minimum credits:	42

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## GRADUATE PROGRAMS

The Department of Elementary and Early Childhood Education offers several programs designed to meet the needs of graduate students: postbaccalaureate programs and master's degrees that allow students to apply for initial licensure in elementary education (1-6) or early childhood education (PreK-2); and master's degree programs that allow students to apply for professional licensure. The department also offers a Master of Education degree in reading for educators seeking an additional license as a teacher specialist (all levels) of reading. In addition, a CAGS in reading is available.

### POSTBACCALAUREATE PROGRAM: INITIAL LICENSE - ELEMENTARY EDUCATION (1-6)

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6). This is a day program only.

#### Admission Requirements

- A liberal arts or science undergraduate major or its equivalent is required
- A minimum 2.8 undergraduate GPA is required for admission to the program
- Official transcripts of all undergraduate and graduate course work

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog titled "School of Education and Allied Studies" for professional education admission and retention information and institutional deadlines.

All three MTEL® must be passed as a prerequisite to professional semester courses.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, and science and social studies.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses.

	Credits
GRPP 501 Graduate Program Planning .....	1
*ELED 220 Introduction to Elementary Education .....	3
ELED 300 Elementary Art Methods.....	.5
ELED 310 Teaching Science and Social Studies in the Elementary School .....	3
ELED 330 Teaching Reading in the Elementary School.....	3
ELED 340 Teaching Language Arts in the Elementary School....	3
ELED 350 Teaching Mathematics in the Elementary School.....	3
ELED 360 Teaching in a Standards-Based, Inclusive Elementary Classroom .....	3
ELED 492 Supervised Teaching in Public Schools: Elementary.....	12
Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).	
Total minimum credits:	31.5
* To be completed prior to admission to professional education and enrollment in upper-division education courses.	

### MASTER OF EDUCATION IN ELEMENTARY EDUCATION (INITIAL LICENSURE)

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6).

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

#### Admission Requirements

- A minimum undergraduate GPA of 2.8 based upon four years of work
- A qualifying score on the Communications, Literacy Skills and the Elementary Education portions of the Massachusetts Tests for Educator Licensure® (MTEL)
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work



# Elementary and Early Childhood Education

Students seeking initial licensure should consult the section of this catalog titled "School of Education and Allied Studies" for professional education admission and retention information and institutional deadlines. Admission to professional education includes successful completion of ELED 510 Fundamentals of Elementary Education and its 40-hour prepracticum.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ELED 510. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, science and social studies.

All accepted students must enroll under the directions of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses.

	Credits
GRPP 501 Graduate Program Planning .....	1
ELED 510 Fundamentals of Elementary Education .....	3
ELED 511 Theory and Practice in Teaching Reading .....	3
ELED 512 Theory and Practice in Teaching Language Arts .....	3
ELED 513 Mathematical Applications for the Classroom .....	3
ELED 514 Exemplary Practice in Science and Social Studies Classrooms .....	3
ELED 515 Differentiating Instruction: Creating Inclusive Classrooms .....	3
ELED 592 Practicum: Elementary Education .....	12
EDMC 530 The Teacher as Researcher .....	3
Exit Requirement: A student teaching documentation package (competency portfolio)	

Total minimum credits: 34

## MASTER OF EDUCATION IN ELEMENTARY EDUCATION (PROFESSIONAL LICENSURE)

This degree program is designed for persons who hold initial licensure in elementary education (grades 1-6) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent MA DESE licensure regulations.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon course work completed in the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- An initial teaching license with one year full-time teaching experience
- Official transcripts of all undergraduate and graduate course work

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

### Program Requirements

Credits

GRPP 501 Graduate Program Planning .....	1
--	---

### Core Courses

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy .....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) .....	3

### Program Electives

15

- Elect five graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.
- No more than two courses should be in any one arts and sciences discipline.
- Suggested disciplines: art, English, history, mathematics, reading and sciences.
- Course selections must be approved by an adviser.

Total minimum credits: 31

## MASTER OF EDUCATION IN ELEMENTARY EDUCATION (NON-LICENSURE)

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

Total minimum credits: 31

## POSTBACCALAUREATE PROGRAM: INITIAL LICENSE – EARLY CHILDHOOD: TEACHER OF STUDENTS WITH AND WITHOUT DISABILITIES (PreK-2)

This program is designed for persons who have a bachelor's degree and seek initial licensure in early childhood education (PreK-2). This is a day program only.

### Admission Requirements

- A liberal arts or science undergraduate major or its equivalent
- A minimum 2.8 undergraduate GPA
- Official transcripts of all undergraduate and graduate course work

This program has been approved by the Massachusetts Department of Elementary and Secondary Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.



# Elementary and Early Childhood Education

Students should consult the "School of Graduate Studies" section of this catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog titled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics and science and social studies.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

All three MTEL® must be passed as a prerequisite to professional semester courses.

Students must complete the following courses. Credits

GRPP 501 Graduate Program Planning .....	1
*ECED 230 The Basics of Early Childhood Education .....	3
ECED 300 Early Childhood Art Methods .....	.5
ECED 311 Science and Social Studies Inquiry for the Young Child .....	3
ECED 332 Reading Development for the Young Child .....	3
ECED 342 Language Arts for the Young Child .....	3
ECED 352 Developmental Mathematics for the Young Child .....	3
ECED 361 Creating an Effective Early Childhood Environment ..	3
ECED 496 Supervised Teaching in the Public School: Early Childhood .....	6
ECED 497 Supervised Teaching in an Integrated Early Childhood Setting .....	6

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Early Childhood: Teacher of Students with or without Disabilities (PreK-2).

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

Total minimum credits: 31.5

**MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (INITIAL LICENSURE)**

This program is designed for persons who have a bachelor's degree and seek initial licensure in early childhood education (PreK-2).

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

**Admission Requirements**

- A minimum undergraduate GPA of 2.8 based upon four years of course work
- A qualifying score on the Communications, Literacy Skills and the Early Childhood portions of the Massachusetts Tests for Educator Licensure® (MTEL)
- Three appropriate letters of recommendation

- Official transcripts of all undergraduate and graduate course work

Students seeking initial licensure should consult the section of this catalog titled "School of Education and Allied Studies" for professional education admission and retention information and institutional deadlines. Admission to professional education includes successful completion of ECED 510, 25 hours in a K-2 setting and 15 hours in a preschool setting. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, science and social studies.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

**Program Requirements**

Students must complete the following courses. Credits

GRPP 501 Graduate Program Planning .....	1
ECED 510 Fundamentals of Early Childhood .....	3
ELED 511 Theory and Practice in Teaching Reading .....	3
ELED 513 Mathematical Applications for the Classroom .....	3
ELED 514 Exemplary Practice in Science and Social Studies Classrooms .....	3
ELED 515 Differentiating Instruction: Creating Inclusive Classrooms .....	3
ECED 563 Early Childhood Curriculum: Ages 5-7 .....	3
ECED 596 Practicum: Early Childhood Education .....	6 or 12
ECED 597 Practicum: Preschool .....	6
EDMC 530 The Teacher as Researcher .....	3
Exit Requirement: A student teaching documentation package (competency portfolio)	

Total minimum credits: 34

**MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (PROFESSIONAL LICENSURE)**

This degree program is designed for persons who hold initial licensure in early childhood education (grades PreK-2) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent MA DESE licensure regulations.

**Admission Requirements**

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- An initial teaching license with one year full-time teaching experience
- Official transcripts of all undergraduate and graduate course work



# Elementary and Early Childhood Education

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

## Education Master's Core Courses

EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum.....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners .....	3
EDMC 538 The Professional Teacher (final program course) .....	3

## Program Content Electives .....

- Elect five graduate courses (400 level U/G or 500 level) from arts and sciences disciplines. Courses must be approved by the academic adviser. Alternative courses must be approved by the program coordinator.
- No more than two courses should be in any one arts and sciences discipline.
- Suggested disciplines: art, English, history, mathematics, reading and sciences.
- Course selections must be approved by an adviser.

Total minimum credits: 31

## MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (NON-LICENSURE)

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

Total minimum credits: 31

## MASTER OF EDUCATION IN READING

The graduate reading program offers the degree of Master of Education with a specialty in reading and institutional endorsement for Massachusetts licensure as reading specialist (all levels). Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the advisory group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), Reading/Literacy Specialist. Candidates must complete all of the following course requirements and program requirements. As part of their program, students must satisfactorily complete the following curriculum:

### Admission Requirements

The reading program designates the teacher of reading license as a specialist teacher license. Program prerequisites include

Massachusetts teaching licensure and at least one year of teaching experience under the area of licensure.

- A minimum undergraduate GPA of 2.8 based on four years of work or a 3.0 undergraduate GPA based on work completed in the junior and senior years
- A composite score of 900 (clear admit) or 600 (conditional admit) in the quantitative and verbal parts of the GRE General Test
- a) Possession of a Massachusetts State Department of Elementary and Secondary Education active teacher licensure (Initial or Professional) or  
b) A qualifying score on the Massachusetts Tests for Educator Licensure® (MTEL) Communication and Literacy Skills (01)
- One year of experience teaching in the area of licensure
- A rating of "one" on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant's aptitude for advanced scholarship)
- Foundational knowledge in computer technology (Microsoft Word and Office)
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

- Successful completion of the Literacy Professional's Library
- An oral presentation or exhibit pertaining to a topic in literacy
- Successful completion of two 200-hour practica
- Successful completion of a Literacy Professional's Portfolio
- Support for the work of professional literacy organizations
- A passing score on the written comprehensive examination  
a) To be accepted for practicum experiences (READ 558 and READ 559), licensure as a reading specialist with the Massachusetts State Department of Elementary and Secondary Education or  
b) Initial licensure with the Massachusetts State Department of Elementary and Secondary Education and a passing score on the Massachusetts Tests for Educator Licensure® (MTEL) Communication and Literacy Skills (01) and a passing score on the MTEL® Reading Subject (08).

Credits

READ 550 Improving Literacy Instruction .....	3
READ 551 Case Studies in Literacy Acquisition and Development .....	3
READ 552 Literacy Assessment Principles and Techniques.....	3
READ 553 Issues in Literacy Education for Social Justice.....	3
READ 554 Research in Literacy Teaching and Learning.....	3
READ 555 Supervision and Administration of Literacy Programs.....	3
READ 556 Literacy Curriculum Development and Implementation .....	3
READ 558 Practicum Experience for the Consulting	



# Elementary and Early Childhood Education

Teacher of Reading I .....	3
READ 559 Practicum Experience for a Consulting Teacher of Reading II .....	3
READ 560 Literacy Research Seminar .....	3
Total minimum credits:	30

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – READING

The graduate reading program offers the Certificate of Advanced Graduate Study in Reading with an option for institutional endorsement for Massachusetts licensure as Teacher of Reading (all levels). The 30-credit program is offered to cohort groups who move through the entire program together. To enhance the experience, courses are scheduled on Saturdays during the academic year and as two-week intensives in the summer.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater State College graduates who apply to and are accepted into the doctoral program in reading at UMass-Lowell may apply 12 of the credits earned toward the 48 credits required as part of the doctorate degree.

Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), reading/literacy supervisor and consultant.

### Admission Requirements

- Master’s degree from an accredited college or university
- A rating of “one” on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant’s aptitude for advanced scholarship)
- A minimum graduate GPA of 3.0
- Possession of an active Massachusetts State Department ..... of Elementary and Secondary Education (MA DESE) professional teacher license
- a) Possession of MA DESE licensure as reading specialist or  
b) A qualifying score on the Massachusetts Tests for Educator Licensure® (MTEL) Communications and Literacy Skills (01)
- Three years of experience teaching in the area of licensure
- Foundational knowledge in computer technology (Microsoft Word and Office)
- Official transcripts of all undergraduate and graduate course work

Candidates must complete all of the following course requirements and program requirements:

Course Requirements.....	Credits
READ 650 Research in Literacy Curriculum and Instruction .....	3
READ 651 Socio-Psycholinguistics and Critical Literacy .....	3
READ 652 Cultural Foundations of Literacy.....	3
READ 653 Diagnosis, Assessment and Evaluation of Student Performance and Program Effectiveness.....	3
READ 654 Principles and Programs in Professional Development .....	3
READ 655 Case Studies in N-12 Literacy Curriculum and Instruction.....	3
READ 670 Seminar.....	3
INST 552 Multimedia for Educators.....	3
With adviser’s consent, another 500- or 600-level course in instructional technology may be substituted for INST 552	

### Suggested alternatives

- READ 681 CAGS Literacy Practicum
  - READ 682 CAGS Literacy Practicum II as needed
- Program Requirements
- Successful completion of a research project in exemplary literacy practices
  - Successful completion of a multimedia exhibit in exemplary literacy practices
  - Support for the work of professional literacy organizations
  - Successful defense of the research project and multimedia exhibit
- Total minimum credits: 30



## FACULTY

**Chairperson:** Professor Samuel Baumgarten

**Graduate Program Coordinators:**

Professor Marcia Anderson (Athletic Training),  
Assisant Professor Karen Richardson (Health Promotion/  
Physical Education)

**Professors:** Edward Braun, Lydia Burak, Robert Haslam,  
Joseph Huber, Amos Nwosu

**Associate Professors:** Kathleen Laquale, Ellyn Robinson,  
Pamela Russell, Deborah Sheehy

**Assistant Professors:** Robert Colandreo, James Leone,  
Mark Mattesi, Maura Rosenthal

**Department Telephone Number:** 508.531.1215

**Location:** Tinsley Center, Room 232A

**Web site:** [www.bridgew.edu/](http://www.bridgew.edu/)

## DEGREE PROGRAMS

- BA in Physical Education (awarded for completion of major core without a concentration)
- BS in Athletic Training
- BS in Health Education  
Concentrations: Community Health, School Health
- BS in Physical Education (awarded for completion of major core and selected concentration)  
Concentrations:  
Coaching, Exercise Science/Health Fitness,  
Motor Development Therapy/Adapted Physical  
Education, Recreation, Recreation and Fitness Club  
Administration, Teacher Licensure in Physical Education PreK-  
8 and 5-12
- MEd in Health Promotion
- MS in Athletic Training
- MS in Physical Education  
Concentrations: Adapted Physical Education, Applied  
Kinesiology, Human Performance and Health Fitness,  
Strength and Conditioning, Individualized Program

## POSTBACCALAUREATE TEACHER LICENSURE PROGRAMS

- Physical Education
- Health (Health, Family and Consumer Sciences)

## UNDERGRADUATE MINORS

- Coaching
- Dance\*
- Exercise Physiology
- Health Promotion
- Health Resources Management\*
- Recreation

\*Interdisciplinary Minor

The Department of Movement Arts, Health Promotion, and Leisure Studies offers both undergraduate and graduate programs in the areas of athletic training, health promotion/education and physical education. At the undergraduate level the department offers a major in physical education, which leads to a Bachelor of Science or Bachelor of Arts degree; a major in athletic training, which leads to a Bachelor of Science degree; and a major in health promotion/education, with concentrations in community health and school health, which leads to a Bachelor of Science degree. In addition, minors in coaching, exercise physiology, health promotion, health resources management, and recreation are also offered. A minor in dance is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Theater and Dance, and a minor in health resources management is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Management.

Graduate study offered by the department includes a program in the area of health promotion, which leads to a Master of Education in Health Promotion; a program in the area of athletic training, which leads to a Master of Science in Athletic Training; and a program in the area of physical education, which leads to a Master of Science degree in physical education. Postbaccalaureate programs for initial teacher licensure in physical education and health education are available and are described under the department's graduate programs.

## DEPARTMENT OBJECTIVES

- Provide a quality physical education liberal arts major program with a variety of concentrations providing advanced professional preparation.
- Provide quality physical education activity courses to assist students in developing lifetime activity patterns.
- Provide a quality health education major program with courses that deal with health promotion issues and healthful living styles.
- Provide a quality athletic training program with courses that will prepare students to make successful contributions to the athletic training profession.
- Instill an atmosphere of health and well-being for students.

## CAREER OPPORTUNITIES

Many career opportunities exist in the areas of Movement Arts, Health Promotion and Leisure Studies. These opportunities are tied to the majors-athletic training, health education/promotion, and physical education-and the concentrations within those majors where students are provided with the specific information and skills needed to apply knowledge in professional capacities.

Career opportunities for MAHPLS graduates abound in athletic settings, schools and hospitals, nonprofit organizations, and public or private community agencies and organizations.

The athletic training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The teacher preparation programs in health and physical education are accredited by the National Council for the Accreditation of Teacher Education (NCATE).



## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Department of Movement Arts, Health Promotion and Leisure Studies offers the physical education major an opportunity to seek a Bachelor of Arts or Bachelor of Science degree. In addition, a comprehensive health education major, leading toward a Bachelor of Science, may be selected. A Bachelor of Science in Athletic Training is also available.

### BACHELOR OF ARTS — PHYSICAL EDUCATION

All students majoring in physical education and seeking a Bachelor of Arts degree must complete a minimum of 120 credits required for graduation and must complete 41 credits in the major as outlined below:

#### Required Physical Education Core Courses:

##### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

##### Activity Requirement

All majors in physical education must accumulate at least nine credits in activity and/or theory and practice courses. The nine credits must come from at least six different types of traditional activity courses or theory and practice courses. (Taking the second level of a course after having taken the first level will not count as part of that six activity or theory and practice courses). Students must achieve a "C-" or better in required activity and theory and practice courses. Each concentration will determine its own requirements for the nine credits. .... 9

##### Health Course Requirement

HEAL 102 Health and Wellness.....	3
-----------------------------------	---

##### Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 100 Introductory Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle	

#### Elective (choose one)

Any 300-400 level ATTR, HEAL, PHED, or RECR course or one of the following dance courses .....	3
PHED 146 Dance Appreciation	
PHED 251 Dance History	
PHED 255 Creative Dance I	
PHED 256 Creative Dance II	

Total minimum credits: 41

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### BACHELOR OF SCIENCE – ATHLETIC TRAINING

This major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Association/Board of Certification Examination (BOC). The program includes courses in injury prevention, recognition, assessment and immediate care of athletic injuries, health care administration and professional development and responsibility.

Admission into the ATEP program is limited and competitive. A separate application process is required for admission and is due to the ATEP Program Director by March 1 of the student's sophomore year. Candidates should contact the program director for application materials or download them from the ATEP Web site at [www.bridgew.edu/atep](http://www.bridgew.edu/atep).

Required Athletic Training Courses	Credits
ATTR 100 Taping and Bracing.....	1
ATTR 112 Sports First Aid .....	3
ATTR 240 Introduction to Athletic Training .....	3
ATTR 241 Level I Clinical Experience in Athletic Training .....	3
ATTR 340 Sports Injury Management-Lower Extremity .....	3
ATTR 341 Sports Injury Management-Upper Extremity.....	3
ATTR 342 Level II Clinical Experience in Athletic Training.....	3
ATTR 343 Level III Clinical Experience in Athletic Training.....	3
ATTR 410 Nutritional Concepts for Health Care Practitioners....	3
ATTR 442 Therapeutic Exercise.....	3
ATTR 443 Pharmacology for the Physically Active .....	1.5
ATTR 446 Medical Conditions and Disabilities of the Physically Active .....	1.5
ATTR 450 Therapeutic Modalities.....	3
ATTR 454 Level IV Clinical Experience in Athletic Training .....	3
ATTR 455 Level V Clinical Experience in Athletic Training.....	3
ATTR 490 Administration of Athletic Training.....	3



## Cognate Courses

BIOL 102 Introduction to Zoology .....	4
BIOL 251 Human Anatomy and Physiology I .....	4
BIOL 252 Human Anatomy and Physiology II .....	4
PHED 100 Applied Musculoskeletal Anatomy .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4
HEAL 102 Health and Wellness .....	3
PSYC 100 Introductory Psychology .....	3
Total minimum credits: 71	

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BACHELOR OF SCIENCE — PHYSICAL EDUCATION

All students majoring in physical education and seeking a Bachelor of Science degree must complete a minimum of 120 credits required for graduation and must complete a designated area of study identified as a concentration. The department offers seven concentrations. Two of the concentrations lead to initial teacher licensure in physical education, one at the PreK-8 level and one at the 5-12 level. The other concentrations have been developed to prepare graduates to pursue career opportunities in community-based organizations such as business, industry, agencies and hospitals. These programs, which include field experiences in various settings in the community, have expanded the role of the professional in the fields of physical education and health promotion beyond the teaching environment in schools, thus preparing the graduate for new career opportunities.

## COACHING CONCENTRATION

This concentration prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults. The field experience is an important aspect of this concentration.

### Required Physical Education Core Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.

	<b>Credits</b>
PHED 100 Applied Musculoskeletal Anatomy .....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

## Activity Requirements

### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.

	<b>Credits</b>
PHED 152 Theory and Practice of Lifeguard Training .....	2
PHED 204 Theory and Practice of Progressive Resistance Training .....	2
PHED 209 Theory and Practice of Metabolic Training .....	2
One activity from Individual Sports Category .....	1
One activity from Team Sports Category .....	1
One activity from Individual or Team Sports Category .....	1

### Additional Required Courses

*ATTR 112 Sports First Aid .....	3
PHED 414 Coaching .....	3
*PHED 416 Planning and Implementing Coaching Leadership Strategies .....	3
PHED 498 Field Experience in Physical Education .....	3
*RECR 461 Organization and Administration in Recreation .....	3
* These courses must be taken prior to the field experience, PHED 498.	

### Required Health Course

HEAL 102 Health and Wellness .....	3
------------------------------------	---

### Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology .....	
PSYC 100 Introductory Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle .....	

### Elective (choose one):

Any 300- or 400- level ATTR, HEAL, PHED or RECR course or one of the following dance courses .....	3
PHED 146 Dance Appreciation .....	
PHED 251 Dance History .....	
PHED 255 Creative Dance I .....	
PHED 256 Creative Dance II .....	

Total minimum credits: 56

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## EXERCISE SCIENCE/HEALTH FITNESS CONCENTRATION

This concentration prepares students for career opportunities in health and fitness in such settings as industry, hospitals, agencies, education and human service organizations. Emphasis is on human performance and cardiovascular health, which includes physical health evaluation, graded exercise tests, exercise prescription and physical activity program development. A field experience off campus in a setting identified above is an important aspect of this concentration.

### Required Physical Education Core Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

#### Activity Requirement

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.	
PHED 163 Aerobics .....	1
PHED 204 Theory and Practice of Progressive Resistance Training.....	2
PHED 209 Theory and Practice of Metabolic Training .....	2
Four additional credits of activities selected in consultation with adviser.....	4

#### Additional Required Courses

PHED 201 Fitness Testing in Exercise Science .....	1
PHED 400 Physiology and Techniques of Strength Fitness .....	3
PHED 402 Exercise Metabolism .....	3
PHED 403 Cardiovascular Analysis Evaluation and Rehabilitation.....	3
PHED 404 Exercise Prescription .....	3
PHED 405 Exercise Circulation: Mechanisms and Morphology.....	3
PHED 409 Planning, Implementing and Evaluating Fitness Programs.....	3
PHED 498 Field Experience in Physical Education .....	3

#### Required Health Courses

HEAL 102 Health and Wellness.....	3
HEAL 471 Nutrition .....	3

#### Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 100 Introductory Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle	
Total minimum credits:	63

#### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## MOTOR DEVELOPMENT THERAPY/ ADAPTED PHYSICAL EDUCATION CONCENTRATION

This concentration prepares the physical education major to work with children, youth and adults with disabilities. The program focuses on physical education to meet the developmental, sport, dance and leisure needs of special populations as well as the emotional and social needs of individuals with disabilities. The concentration prepares graduates for career opportunities in rehabilitation centers, clinics, hospitals and social agencies as well as private and public schools. Opportunities for practical experience are provided through off-campus field experiences as well as the department-sponsored Children's Physical Developmental Clinic.

### Required Physical Education Core Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

#### Activity Requirement

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.	
PHED 235 Rhythmic Activities: Programming for all Ages.....	1
PHED 280 New Games.....	1
PHED 285 Gymnastics .....	2
Individual: Archery, Tennis or Golf .....	1



Team: Volleyball or Soccer .....	1
Dance: Folk, Square or Modern .....	1
Aquatics: any swimming course.....	1
Fitness/Wellness: any fitness/wellness course.....	1

## Additional Required Courses

PHED 324 Physical and Motor Development of Individuals with Disabilities.....	3
PHED 451 Prosthetics and Orthotics .....	3
PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions .....	3
PHED 498 Field Experience in Physical Education.....	3

## Required Health Course

HEAL 102 Health and Wellness.....	3
-----------------------------------	---

## Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 224 Child Psychology .....	3
or	
PSYC 226 Adolescent Psychology	
PSYC 327 Psychology of Exceptional Children .....	3
or	
PSYC 328 Psychology of Mental Retardation	
PSYC 355 Behavior Analysis .....	3
PSYC 370 Abnormal Psychology .....	3

Total minimum credits: 59

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## MOTOR DEVELOPMENT THERAPY/ ADAPTIVE PHYSICAL EDUCATION CONCENTRATION – REQUIREMENTS FOR SPECIAL EDUCATION MAJORS

Students with a bachelor of arts major in physical education and a major in special education may select the motor development therapy/adapted physical education concentration. The academic program for the concentration is adjusted slightly to accommodate those students.

## Required Physical Education Core Courses

### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.

	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3

PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

## Activity Requirement

### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.

PHED 235 Rhythmic Activities: Programming for all Ages.....	1
PHED 280 New Games .....	1
PHED 285 Gymnastics .....	2
Individual: Archery, Tennis or Golf .....	1
Team: Volleyball or Soccer .....	1
Dance: Folk, Square or Modern .....	1
Aquatics: any swimming course.....	1
Fitness/Wellness: any fitness/wellness .....	1

## Additional Required Courses

PHED 324 Physical and Motor Development of Individuals with Disabilities.....	3
PHED 451 Prosthetics and Orthotics .....	3
PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions .....	3
PHED 498 Field Experience in Physical Education.....	3

## Required Health Course

HEAL 102 Health and Wellness.....	3
-----------------------------------	---

## Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 224 Child Psychology .....	3
or	
PSYC 226 Adolescent Psychology	
SPED 202 Introduction to Special Education.....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner .....	3

Total minimum credits: 59

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



RECREATION CONCENTRATION

This concentration provides the physical education major with the knowledge and skills necessary to pursue careers in a wide variety of leisure service settings. Specifically, students who have combined the study of physical education with the recreation concentration will be capable of arranging leisure time experiences and providing leadership for children and adults in government, industry and community service agencies.

Required Physical Education Core Courses

Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

Activity Requirement

Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 280 New Games .....	1
One activity each from Areas A, B, C, D (see below).....	4
Two additional activities from areas A, B, C, D (see below) — may be a second level course .....	2
Two additional from Areas A, B, C, D and E.....	2
A) Individual/Dual Sports	
B) Team Sports	
C) Dance	
D) Aquatics	
E) Fitness/Wellness	

Additional Required Courses

RECR 230 Introduction to Recreation.....	3
RECR 332 Leadership and the Group Process .....	3
RECR 461 Organization and Administration in Recreation .....	3
RECR 462 Programming for Recreation and Leisure .....	3

Required Health Course

HEAL 102 Health and Wellness.....	3
-----------------------------------	---

Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 100 Introductory Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle	
SOCI 102 Introduction to Sociology .....	3

Elective (choose one)

Any 300- or 400- level ATTR, HEAL, PHED or RECR course or one of the following dance courses .....	3
PHED 146 Dance Appreciation	
PHED 251 Dance History	
PHED 255 Creative Dance I	
PHED 256 Creative Dance II	

Recommended Elective Experience

RECR 498 Field Experience in Recreation .....	(3-15)
Total minimum credits:	56

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

RECREATION AND FITNESS CLUB  
ADMINISTRATION CONCENTRATION

A concentration in recreation and fitness club administration prepares physical education majors to work with a variety of clientele at recreation and commercial fitness clubs. Concepts and principles related to cardiovascular health, physical activity and recreation program development and administration are emphasized. Practical field experiences are an essential component of this concentration.

Required Physical Education Core Courses

Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.	Credits
PHED 100 Applied Musculoskelatal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM).....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

Activity Requirement

Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.	
PHED 163 Aerobics .....	1
PHED 204 Theory and Practice of Progressive Resistance Training.....	2
PHED 209 Theory and Practice of Metabolic Training .....	2



PHED 280 New Games .....	1
Three additional credits selected from	
Areas A, B, C, D and E .....	3
A) Individual/Dual Sports	
B) Team Sports	
C) Dance	
D) Aquatics	
E) Fitness/Wellness	

## Additional Required courses

PHED 400 Physiology and Techniques of Strength Fitness .....	3
PHED 404 Exercise Prescription .....	3
PHED 409 Planning, Implementing and Evaluating	
Fitness Programs .....	3
PHED 498 Field Experience in Physical Education .....	3
or	
RECR 498 Field Experience in Recreation	
RECR 332 Leadership and the Group Process .....	3
RECR 461 Organization and Administration in Recreation .....	3

## Required Health Course

HEAL 102 Health and Wellness .....	3
------------------------------------	---

## Cognate Courses

BIOL 100 General Principles of Biology .....	4
or	
BIOL 102 Introduction to Zoology	
PSYC 100 Introductory Psychology .....	3
or	
PSYC 227 Development Through the Life Cycle	

Total minimum credits: 56

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## TEACHER LICENSURE CONCENTRATION (PREK-8)

### Prerequisites

- Declaration as a physical education major
- Acceptance in School of Education and Allied Studies teacher preparation program prior to taking 300-level physical education teacher preparation courses.

### Required Physical Education Core Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.

	<b>Credits</b>
PHED 100 Applied Musculoskeletal Anatomy .....	3
PHED 117 Historical and Philosophical Foundations	
of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3

PHED 318 Socio-Cultural Foundations of Sport	
(Writing Intensive in the Major Core Curriculum	
Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

## Activity Requirements

### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.

PHED 281 Theory and Practice of Educational Dance .....	2
PHED 282 Theory and Practice of Games .....	2
PHED 285 Gymnastics .....	2
PHED 186 Track and Field .....	1
Choose one of the following .....	1
PHED 134 Self Defense I	
PHED 163 Aerobics	
PHED 188 Jogging and Road Running	
PHED 190 Conditioning	
PHED 193 Weight Training	
PHED 194 Wrestling	
PHED 234 Yoga	
PHED 257 Movement and Relaxation- Theory, Practice an	
Performance .....	1
Choose one of the following .....	1
PHED 150 Beginner Swimming	
PHED 202 Orienteering	
PHED 203 Basic Rock Climbing	
PHED 250 Intermediate Swimming	
PHED 278 Bicycle Touring	
PHED 280 New Games	
PHED 356 Canoeing I	

## Additional Required Courses

### Grade Requirement

Students must achieve a grade of "C-" or higher in the first eight courses listed below, as well as in PSYC 227, before admittance to the final course, the practicum in student teaching. Successful completion of the practicum also requires a grade of "C-" or higher.

*PHED 205 Introduction to Teaching Physical	
Education in the Public Schools .....	2
PHED 210 Developmental Kinesiology .....	3
*PHED 225 Observation and Analysis of Movement	
for Children .....	4
PHED 324 Physical and Motor Development of	
Individuals with Disabilities .....	3
PHED 326 Teaching Physical Education to Children .....	3
PHED 329 Teaching and Curriculum Development	
in the Middle and Junior High School .....	3
PHED 335 Planning, Implementation and Evaluation	
in Teaching Physical Education .....	6
PHED 495 Field-Based Pre-Practicum (PreK-8) –	
Physical Education .....	2
PHED 496 Practicum in Student Teaching	
(PreK-8) – Physical Education .....	12

\* Must be completed prior to admission to professional education and enrollment in all other teacher licensure courses.



## Required Health Course

HEAL 102 Health and Wellness ..... 3

## Cognate Courses

BIOL 100 General Principles of Biology ..... 4

or

BIOL 102 Introduction to Zoology

PSYC 227 Development Through the Life Cycle ..... 3

Current certificate from the American Red Cross for Standard First Aid and CPR.

Total minimum credits: 76

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## TEACHER LICENSURE CONCENTRATION (5-12)

### Prerequisites

- Declaration as a physical education major
- Acceptance in School of Education and Allied Studies teacher preparation program prior to taking 300-level physical education teacher preparation courses.

### Required Physical Education Core Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the six courses listed below.

	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4

### Activity Requirement

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the courses listed below.

PHED 281 Theory and Practice of Educational Dance OR choose two of the following dance courses.....	2
PHED 153 Jazz Dance	
PHED 161 Folk Dance	
PHED 164 Square Dance	
PHED 166 African Dance	
PHED 167 Street Dance	
PHED 168 Ballroom	
PHED 235 Rhythmic Activities	
PHED 282 Theory and Practice of Games .....	2

PHED 285 Gymnastics ..... 2

PHED 186 Track and Field..... 1

Choose one of the following..... 1

PHED 134 Self Defense I

PHED 163 Aerobics

PHED 188 Jogging and Road Running

PHED 190 Conditioning

PHED 193 Weight Training

PHED 194 Wrestling

PHED 234 Yoga

PHED 257 Movement and Relaxation Theory, Practice and Performance

Choose one of the following..... 1

PHED 150 Beginner Swimming

PHED 202 Orienteering

PHED 203 Basic Rock Climbing

PHED 250 Intermediate Swimming

PHED 278 Bicycle Touring

PHED 280 New Games

PHED 356 Canoeing I

### Additional Required Courses

#### Grade Requirement

Students must achieve a grade of "C-" or higher in the first eight courses listed below, as well as in PSYC 227, before admittance to the final course, the practicum in student teaching. Successful completion of the practicum also requires a grade of "C-" or higher.

*PHED 205 Introduction to Teaching Physical Education in the Public Schools.....	2
PHED 210 Developmental Kinesiology .....	3
*PHED 212 Strategies and Analysis of Motor Skills .....	3
PHED 315 Teaching Team and Individual Sports .....	4
PHED 324 Physical and Motor Development of Individuals with Disabilities.....	3
PHED 329 Teaching and Curriculum Development in the Middle and Junior High School.....	3
PHED 335 Planning, Implementation and Evaluation in Teaching Physical Education.....	6
PHED 491 Field-Based Pre-Practicum (5-12) – Physical Education.....	2
PHED 492 Practicum in Student Teaching (5-12) – Physical Education.....	12
* Must be completed prior to admission to professional education and enrollment in all other teacher licensure courses.	

### Required Health Course

HEAL 102 Health and Wellness..... 3

### Cognate Courses

BIOL 100 General Principles of Biology ..... 4

or

BIOL 102 Introduction to Zoology

PSYC 227 Development Through the Life Cycle ..... 3

Current certificate from the American Red Cross for Standard First Aid and CPR.

Total minimum credits: 76



## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BACHELOR OF SCIENCE

### HEALTH EDUCATION

#### HEALTH EDUCATION MAJOR

Health education can lead to the improved health status of individuals, families and communities. It involves the use of systematic strategies to improve health knowledge, attitudes, skills and behaviors. Health educators work in schools, public health agencies, voluntary nonprofit organizations, hospitals, colleges and universities, business and industries.

The health education major is designed to guide students through learning experiences that emphasize the multiple dimensions of health, and draws on the behavioral and natural sciences as well as health science and public health. The major prepares students to design, implement and evaluate scientifically and methodologically sound health education experiences, and to equip students with the professional skills that will enable them to be proficient practitioners.

Students wishing to pursue teaching licensure in health/family and consumer sciences must meet the criteria for admission to professional education programs as well as declare a minor in secondary education. Those interested in teacher licensure should refer to the "Secondary Education and Professional Programs" section of this catalog.

#### HEALTH EDUCATION-NO CONCENTRATION

Core Health Courses	Credits
HEAL 200 Principles and Practices of Health Education .....	3
HEAL 315 School and Community Health.....	3
HEAL 385 Epidemiology: The Study of Diseases .....	3
HEAL 450 Health Promotion Strategies.....	3
HEAL 451 Program Planning in Health Promotion .....	3
HEAL 490 Senior Seminar in Health .....	1

#### Cognate Courses

BIOL 251 Human Anatomy and Physiology I.....	4
BIOL 252 Human Anatomy and Physiology II.....	4

## Health Courses

Choose five from the following .....	15
HEAL 401 Human Sexuality	
HEAL 405 Drugs in Society	
HEAL 407 Stress Management	
HEAL 420 Women's Health	
HEAL 471 Nutrition	
HEAL 477 Environmental and Consumer Health	
HEAL 484 Death and Dying Education	

Total minimum credits: 39

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

### HEALTH EDUCATION-COMMUNITY HEALTH CONCENTRATION

Core Health Courses	Credits
HEAL 200 Principles and Practices of Health Education .....	3
HEAL 315 School and Community Health.....	3
HEAL 385 Epidemiology: The Study of Diseases .....	3
HEAL 450 Health Promotion Strategies .....	3
HEAL 451 Program Planning in Health Promotion .....	3
HEAL 490 Senior Seminar in Health .....	1

#### Cognate Courses

BIOL 251 Human Anatomy and Physiology I.....	4
BIOL 252 Human Anatomy and Physiology II.....	4
ENGL 302 Technical Writing .....	3

## Health Courses

HEAL 102 Health and Wellness.....	3
HEAL 452 Research and Evaluation in Health Promotion .....	3
Also, four courses from the following.....	12
HEAL 401 Human Sexuality	
HEAL 405 Drugs in Society	
HEAL 407 Stress Management	
HEAL 420 Women's Health Issues	
HEAL 471 Nutrition	
HEAL 477 Environmental and Consumer Health	
HEAL 484 Death and Dying Education	

## Internship

HEAL 498 Internship .....	9
---------------------------	---

Total minimum credits: 54



Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

HEALTH EDUCATION-SCHOOL HEALTH  
CONCENTRATION

Core Health Courses	Credits
HEAL 200 Principles and Practices of Health Education .....	3
HEAL 315 School and Community Health.....	3
HEAL 385 Epidemiology: The Study of Diseases .....	3
HEAL 450 Health Promotion Strategies.....	3
HEAL 451 Program Planning in Health Promotion .....	3
HEAL 490 Senior Seminar in Health .....	1

Cognate Courses	
PSYC 227 Development through the Life Cycle.....	3
BIOL 251 Anatomy and Physiology I.....	4
BIOL 252 Anatomy and Physiology II.....	4
PHED 200 Fitness for Life .....	3

Health Content Courses	
HEAL 300 Current Issues in Health .....	3
HEAL 401 Human Sexuality .....	3
HEAL 405 Drugs in Society.....	3
HEAL 407 Stress Management .....	3
HEAL 471 Nutrition .....	3
HEAL 477 Environmental and Consumer Health.....	3

Education Courses	
NOTE: Students in the School Health Concentration must complete a minor in secondary education.	
EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation .....	3
EDHM 335 Assessment and Planning.....	3
EDHM 445 Content Area Reading, Writing and Study Skills ....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
HEAL 491 Field Based Pre-Practicum in Health .....	2
HEAL 495 Practicum in Student Teaching–Elementary Health ..	6
HEAL 496 Practicum in Student Teaching–Secondary Health....	6
Total minimum credits:	77

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MINOR PROGRAMS

COACHING MINOR

The coaching minor meets the needs of the coaching profession by providing an opportunity for students who are not majoring in physical education to combine the study of coaching with a major in any discipline. This multidisciplinary program approach will prepare the student for coaching related careers in community-based organizations such as youth sports programs, church programs, recreational settings and school settings.

Required Courses	Credits
ATTR 112 Sports First Aid .....	3
PHED 200 Fitness for Life .....	3
PHED 210 Developmental Kinesiology .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 414 Coaching .....	3
PHED 416 Planning and Implementing Coaching Leadership Strategies .....	3
PHED 498 Field Experience in Physical Education (three credits only) .....	3
Total minimum credits:	21

DANCE INTERDISCIPLINARY MINOR

This program, offered in cooperation with the Department of Theater and Dance, is designed to give students an overall experience and appreciation for dance as an art form and educational vehicle. It is designed to supplement major work in theater arts, physical education, music, art and elementary education. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Required Courses	Credits
THEA/PHED 155 Dance Practicum (two semesters) .....	2
THEA/PHED 251 Dance History.....	3
THEA/PHED 255 Creative Dance I.....	3
THEA/PHED 256 Creative Dance II.....	3
THEA/PHED 357 Dance Production Theory .....	2
THEA/PHED 358 Dance Production Techniques .....	1



PHED 154 Ballet.....	2
Six credits in the following.....	6
PHED 237 Theory and Practice of Jazz Dance, Fall	
PHED 242 Theory and Practice of Ballet, Fall	
PHED 245 Theory and Practice of Ballet, Spring	
PHED 247 Theory and Practice of Jazz Dance, Spring	
PHED 248 Theory and Practice of Modern Dance, Fall	
PHED 249 Theory and Practice of Modern Dance, Spring	
PHED 259 Dance Repertory	
PHED 271 Theory and Practice of Tap Dance	
Elective (choose one) .....	1
PHED 161 Folk Dance	
PHED 164 Square Dance	
PHED 168 Ballroom Dance	
PHED 268 Ballroom Dance II – Theory, Practice and Performance	
MUSC 160 Music: A Listening Approach is recommended but not required.	
(All activity courses successfully completed in this minor count toward the minimum 120 degree credits required for graduation.)	

Total minimum credits: 23

## EXERCISE PHYSIOLOGY MINOR

A minor in exercise physiology is available to students not majoring in physical education who desire in-depth study of how the body reacts to participation in physical exercise. Emphasis is on strength development, cardiovascular function, metabolism, exercise prescription and the interaction of body systems. Career opportunities are available in health and fitness settings associated with industry, hospitals, agencies and human service organizations.

Required Courses	Credits
HEAL 471 Nutrition .....	3
PHED 400 Physiology and Techniques of Strength Fitness .....	3
PHED 401 Physiology of Exercise .....	4
PHED 402 Exercise Metabolism .....	3
PHED 403 Cardiovascular Analysis, Evaluation and Rehabilitation .....	3
PHED 404 Exercise Prescription .....	3
BIOL 102 Introduction to Zoology .....	4
Total minimum credits: 23	

## HEALTH PROMOTION MINOR

The department offers a health promotion minor, which is open to all undergraduates with the exception of health majors. The health promotion minor provides an opportunity for students to combine the study of health with a major in any discipline. This multidisciplinary program approach will prepare the student for health-related careers in community-based organizations, such as business, industry, hospitals and agencies that deal with health problems, health promotion or health services.

Required Courses	Credits
HEAL 102 Health and Wellness.....	3
HEAL 401 Human Sexuality .....	3
HEAL 405 Drugs in Society.....	3

HEAL 430 Epidemiology and Community Health .....	3
HEAL 471 Nutrition .....	3
HEAL 477 Environmental and Consumer Health .....	3
Elective (choose one) .....	3
HEAL 300 Current Issues in Health	
HEAL 302 American Red Cross Standard First Aid	
HEAL 407 Stress Management	
HEAL 420 Women's Health Issues	
HEAL 450 Health Promotion Strategies	
HEAL 451 Program Planning in Health Promotion	
HEAL 483 Nutrition and Cardiovascular Health	
HEAL 484 Death and Dying Education	
HEAL 499 Directed Study in Health	

Total minimum credits: 21

## HEALTH RESOURCES MANAGEMENT INTERDISCIPLINARY MINOR

The Department of Movement Arts, Health Promotion and Leisure Studies cooperates with the Department of Management in offering an interdisciplinary minor in health resources management.

Students from relevant liberal arts and other related programs may elect this minor to develop skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication arts, management and other human service-oriented professions. The minor is not available to health majors.

Required Courses	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
HEAL 102 Health and Wellness.....	3
HEAL/SCWK 403 Interdisciplinary Approaches to the Delivery of Health Services.....	3
HEAL 430 Epidemiology and Community Health .....	3
MGMT 130 Principles of Management.....	3
MGMT 140 Human Resources Management.....	3
Elective (choose one) .....	3
ACFI 200 Financial Accounting	
ACFI 385 Managerial Finance	
HEAL 401 Human Sexuality	
HEAL 405 Drugs in Society	
HEAL 471 Nutrition	
HEAL 477 Environmental and Consumer Health	
MGMT 200 Marketing Principles	
MGMT 375 Personnel Development	

Total minimum credits: 21

## RECREATION MINOR

The recreation minor is open to all undergraduates. It provides a multidisciplinary approach to producing recreation professionals capable of administering, supervising and leading leisure services. Students who minor in recreation may choose to specialize in one of the following: therapeutic recreation, outdoor recreation, play specialist or recreation generalist. Students who complete



the recreation minor will be prepared to assume careers in a wide variety of settings – social institutions, hospitals, business and industry, preschools, community schools, Y’s, the out-of-doors (challenge/adventure/Outward Bound) and government correctional institutions.

Required Courses	Credits
RECR 230 Introduction to Recreation.....	3
RECR 332 Leadership and the Group Process.....	3
RECR 461 Organization and Administration in Recreation .....	3
RECR 462 Programming for Recreation and Leisure .....	3
Two additional courses in recreation to be chosen with department approval depending upon elected area of specialization. ....	6

Recommended Elective Experience
RECR 498 Field Experience in Physical Education ..... (3-15)
Total minimum credits: 18

## HONORS PROGRAM

The honors program in movement arts, health promotion and leisure studies provides highly motivated Movement Arts, Health Promotion and Leisure Studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in movement arts, health promotion or leisure studies. Contact the Department of Movement Arts, Health Promotion and Leisure Studies for further information concerning eligibility and application.

## GRADUATE PROGRAMS

The Department of Movement Arts, Health Promotion and Leisure Studies offers several programs designed to meet the needs of graduate students including: postbaccalaureate programs that allow students to apply for initial licensure as a Teacher of Physical Education (PreK-8 or 5-12) or Teacher of Health Education (PreK-12) and programs leading to the degrees of Master of Education in Health Promotion and Master of Science in Physical Education.

### POSTBACCALAUREATE INITIAL LICENSURE PROGRAM TEACHER OF PHYSICAL EDUCATION (PreK-8, 5-12)

This program is designed for persons who have a bachelor’s degree and wish to be licensed as a teacher of physical education (PreK-8 or 5-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

For information regarding application procedures and admission standards, students should consult the “School of Graduate Studies” section of this catalog. Students seeking initial licensure should consult the section of this catalog titled “School of Education and Allied Studies” for professional education admission and retention information and important institutional deadlines.

### Admission Requirements

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of undergraduate and graduate course work.

### Program Requirements

Students must complete the following 34 credits or the equivalent.	Credits
PHED 100 Applied Musculoskeletal Anatomy.....	3
PHED 117 Historical and Philosophical Foundations of Sport and Physical Education .....	3
PHED 210 Developmental Kinesiology .....	3
PHED 217 Principles of Motor Learning and Performance .....	3
PHED 318 Socio-Cultural Foundations of Sport .....	3
PHED 324 Physical and Motor Development of Individuals with Disabilities.....	3
PHED 385 Biomechanics .....	3
PHED 401 Physiology of Exercise .....	4
Activity Requirement.....	9

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee.

### Teacher Licensure Courses

PreK-8	Credits
*PHED 205 Introduction to Teaching Physical Education in the Public Schools.....	2
*PHED 225 Observation and Analysis of Movement for Children .....	4
PHED 326 Teaching Physical Education to Children .....	3
PHED 329 Teaching and Curriculum Development in the Middle and Junior High School.....	3
PHED 335 Planning, Implementation and Evaluation in Teaching Physical Education .....	6
PHED 495 Field-Based Pre-Practicum (PreK-8) – Physical Education.....	2
PHED 496 Practicum in Student Teaching (PreK-8)–Physical Education .....	12
PSYC 227 Development Through the Life Cycle .....	3
or PSYC 100 Introductory Psychology	
Current certificate from the American Red Cross for Standard First Aid and CPR.	

Total minimum credits (PreK-8): 69



5-12	Credits
*PHED 205 Introduction to Teaching Physical Education in the Public Schools.....	2
*PHED 212 Strategies and Analysis of Motor Skills .....	3
PHED 315 Teaching Team and Individual Sports .....	4
PHED 329 Teaching and Curriculum Development in the Middle and Junior High School .....	3
PHED 335 Planning, Implementation and Evaluation in Teaching Physical Education.....	6
PHED 491 Field-Based Pre-Practicum (5-12) – Physical Education.....	2
PHED 492 Practicum in Student Teaching (5-12) – Physical Education.....	12
PSYC 227 Development Through the Life Cycle .....	3
or	
PSYC 100 Introductory Psychology	
Current certificate from the American Red Cross for Standard First Aid and CPR.	

Total minimum credits (5-12): 69

\* To be completed prior to admission to professional education and enrollment in upper-division (300 level) education courses.

## POSTBACCALAUREATE INITIAL LICENSURE PROGRAM TEACHER OF HEALTH (TEACHER LICENSURE IN HEALTH/FAMILY AND CONSUMER SCIENCES — PreK-12)

This program is designed for persons who have a bachelor's degree and wish to be licensed as teachers of health education (PreK-12). Students who successfully complete the curriculum below are eligible. For information regarding application procedures and admission standards, students should consult the "School of Graduate Studies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to licensure, admission to and retention in professional education, as well as important institutional deadlines.

In addition to GRPP 501 Graduate Program Planning (one credit) taken their first semester, students accepted to the post-baccalaureate licensure program must complete the following:

### Admission Requirements

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of undergraduate and graduate course work.

Program Requirements	Credits
GRPP 501 Graduate Program Planning .....	1
BIOL 251 Human Anatomy and Physiology I .....	4
*EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation .....	3
EDHM 335 Assessment and Planning .....	3
EDHM 445 Content Area Reading, Writing and Study Skills .....	3
HEAL 200 Principles and Practices of Health Education .....	3
HEAL 300 Current Issues in Health .....	3
HEAL 401 Human Sexuality .....	3
HEAL 405 Drugs in Society .....	3
HEAL 407 Stress Management .....	3
HEAL 430 Epidemiology and Community Health .....	3
HEAL 450 Health Promotion Strategies.....	3
HEAL 471 Nutrition .....	3
HEAL 477 Environmental and Consumer Health .....	3
HEAL 491 Field-Based Pre-Practicum in Health .....	2
HEAL 495 Practicum in Student Teaching – Elementary Health ..	6
HEAL 496 Practicum in Student Teaching – Secondary Health ..	6
PHED 200 Fitness for Life .....	3
PSYC 227 Development Through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
Students must supply evidence of current certification in Standard First Aid and CPR.	

Total minimum credits: 67

\*To be completed prior to admission to professional education and enrollment in upper-division education courses.

## MASTER OF EDUCATION IN HEALTH PROMOTION

This program is designed for individuals who are currently involved in health promotion activities or who seek to prepare for health-related careers in community based organizations such as business, industry, agencies, hospitals and voluntary and official health agencies, as well as for in-service teachers.

Students who apply for admission to the MEd program in health promotion should have completed at least 12 hours of credit at the baccalaureate level in the social/behavioral sciences, at least one course in epidemiology or health services organization and six hours of credit at the baccalaureate level in health-related courses. Students may petition the department graduate committee to substitute job related experiences for any of the aforementioned academic requirements.

Applicants who do not possess an adequate background in health and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work



## Program Requirements

	Credits
GRPP 501 Graduate Program Planning (required of most first semester graduate students, see "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog) .....	1

All master's degree candidates in health promotion will be required to successfully complete the following health core requirements.

HEAL 504 Seminar in Health Promotion Theory and Literature.....	3
HEAL 511 Research and Evaluation Methods in Health Promotion .....	3
HEAL 518 Quantitative Methods in Health Promotion and Epidemiology.....	3
HEAL 519 Scientific and Philosophical Foundations of Health Promotion .....	3
HEAL 520 Designing and Administering Health Promotion Programs.....	3

All master's degree candidates will be required to choose one of four alternative courses of study.

Option A	Credits
<ul style="list-style-type: none"> <li>Successful completion of the core requirements and GRPP 501 .....</li> <li>Individualized program of health (HEAL) electives by advisement. Nonhealth electives may be taken only with prior written consent of adviser.....</li> <li>Comprehensive Examination on core requirements</li> </ul>	16 18
Total minimum credits (option A):	34

Option B	Credits
<ul style="list-style-type: none"> <li>Successful completion of the core requirements and GRPP 501 .....</li> <li>Individualized program of health (HEAL) electives by advisement. Non-health electives may be taken only with prior written consent of adviser.....</li> <li>Health Promotion Project (HEAL 501) .....</li> <li>Comprehensive Examination: oral defense of health promotion project</li> </ul>	16 15 3
Total minimum credits (option B):	34

Option C	Credits
<ul style="list-style-type: none"> <li>Successful completion of the core requirements and GRPP 501.....</li> <li>Individualized program of health (HEAL) electives by advisement. Non-health electives may be taken only with prior written consent of adviser.....</li> <li>Thesis in Health Promotion (HEAL 502).....</li> <li>Comprehensive Examination: oral defense of thesis</li> </ul>	16 12 6
Total minimum credits (option C):	34

Option D: Health Fitness Promotion Concentration	Credits
<ul style="list-style-type: none"> <li>Successful completion of the core requirements and GRPP 501.....</li> </ul>	16

- Concentration Courses
  - PHED 518 Advances in Exercise Metabolism..... 3
  - PHED 519 Advances in Exercise Prescription..... 3
  - PHED 544 Applied Laboratory Techniques in Exercise Science..... 3
- Total of nine semester hours in any subject area chosen with the approval of the graduate faculty adviser. These may include HEAL 501 or HEAL 502..... 9
- Comprehensive Examination
  - a) Examination on core requirements or
  - b) Oral defense of HEAL 501 or
  - c) Oral defense of HEAL 502

Total minimum credits (option D): 34

## MASTER OF SCIENCE IN ATHLETIC TRAINING

This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Association Board of Certification Examination (BOC). The program includes courses in injury prevention; recognition, assessment and immediate care of athletic injuries; health care administration; and professional development and responsibility.

Admission into the ATEP is limited and competitive. In addition to acceptance in the School of Graduate Studies, candidates must complete a separate application process, which is due to the ATEP program director by March 1. Candidates should contact the program director for application materials or download them from the ATEP Web site at [www.bridgew.edu/atep](http://www.bridgew.edu/atep).

### Prerequisite Content Courses

- Anatomy and Physiology I
- Anatomy and Physiology II
- Introduction to Athletic Training
- Introductory Psychology
- Kinesiology/Biomechanics
- Exercise Physiology
- Protective Techniques in Athletic Training (Taping, bracing and protective equipment)
- Current Emergency Cardiac Care Certification (Certification in Advanced First Aid, Adult and Pediatric CPR, AED and use of barrier devices)



	Credits
ATTR 510 Nutritional Concepts for Health Care Practitioners....	3
ATTR/PHED 511 Research Methods in Physical Education .....	3
ATTR 540 Management of Lower Extremity Conditions.....	3
ATTR 541 Management of Upper Extremity and Torso Conditions .....	3
ATTR 542 Therapeutic Exercise.....	3
ATTR 543 Pharmacology for the Physically Active .....	1.5
ATTR 546 Medical Conditions and Disabilities of the Physically Active .....	1.5
ATTR 550 Therapeutic Modalities.....	3
ATTR 561 Level I Clinical Experience in Athletic Training.....	3
ATTR 562 Level II Clinical Experience in Athletic Training.....	3
ATTR 563 Level III Clinical Experience in Athletic Training.....	3
ATTR 564 Level IV Clinical Experience in Athletic Training .....	3
ATTR 565 Level V Clinical Experience in Athletic Training .....	3
ATTR 590 Administration of Athletic Training.....	3
Total minimum credits:	39

## MASTER OF SCIENCE IN PHYSICAL EDUCATION

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study. Several program concentrations are available and are described below.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

### Admission Requirements

- A minimum undergraduate GPA of 2.75 based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

The graduate program of study involves a minimum of 30 graduate credits. Students must elect one of the following options:

#### Concentration in Human Performance and Health Fitness

Required Courses	Credits
PHED 511 Research Methods in Physical Education .....	3
PHED 515 Advances in Exercise Circulation .....	3
PHED 517 Experimental Processes in Physical Education .....	3
PHED 518 Advances in Exercise Metabolism .....	3

PHED 519 Advances in Exercise Prescription .....	3
PHED 544 Applied Laboratory Techniques in Exercise Science ..	3
PHED 595 Internship in Physical Education .....	3-6

### Suggested Electives

Specific course selection will be made by the adviser and student based upon the student's professional background and program objectives. The following courses would be appropriate .....

HEAL 471 Nutrition	6-7
HEAL 483 Nutrition and Cardiovascular Health	
HEAL 518 Quantitative methods in Health Promotion and Epidemiology	
*PHED 400 Physiology and Techniques of Strength Fitness	
PHED 402 Exercise Metabolism	
*PHED 403 Cardiovascular Function, Analysis and Evaluation, and Rehabilitation	
PHED 404 Exercise Prescription	
PHED 405 Exercise Circulation: Mechanisms and Morphology	
PHED 502 Research (variable credit)	
PHED 503 Directed Study (variable credit)	
PHED 504 Nutrition for Sports, Exercise and Weight Control	
PHED 516 Exercise Electrocardiography	
PHED 520 Health Fitness Program Planning and Management	
PHED 545 Physical Conditioning and Training in Sports and Exercise	

\* Recommended based on student's program. Both may be taken.

Total minimum credits: 30

#### Concentration in Adapted Physical Education

Required Courses	Credits
PHED 451 Prosthetics and Orthotics .....	3
PHED 484 Physical Education for Children and Youth with Disabilities .....	3
PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions .....	3
PHED 508 Motor Learning.....	3
PHED 511 Research Methods in Physical Education .....	3
PHED 595 Internship in Physical Education .....	3-6
Courses in psychology and/or special education appropriate to individual program.....	9
Electives appropriate to program .....	3-6
Total minimum credits:	30

#### Concentration in Applied Kinesiology

Required Courses	Credits
PHED 511 Research Methods in Physical Education .....	3
PHED 517 Experimental Processes in Physical Education .....	3
Choice of four of the following five courses .....	12
PHED 506 Philosophy and Principles of Physical Education	
PHED 508 Motor Learning	
PHED 545 Physical Conditioning and Training in Sports and Exercise	
PHED 546 Applied Biomechanics and Movement Analysis	
PHED 571 Psychological and Social Issues in Sport	



**Electives**

Four courses as electives ..... 12

or

Two-three courses (six-nine credits) and a project or thesis  
(three-six credits)

Total minimum credits: 30

**Concentration in Strength and Conditioning**

Required Courses	Credits
PHED 504 Nutrition for Sports, Exercise and Weight Control ....	3
PHED 511 Research Methods in Physical Education .....	3
PHED 517 Experimental Processes in Physical Education .....	3
PHED 523 Strength and Conditioning Laboratory.....	3
PHED 543 Foundations of Resistance Training .....	3
PHED 545 Physical Conditioning and Training in Sports and Exercise .....	3
PHED 595 Internship in Physical Education .....	3-6

**Electives**

Three classes or a combination of classes, directed  
studies or thesis..... 9

**Suggested Electives**

- PHED 400 Physiology and Techniques of Strength Fitness
- PHED 402 Exercise Metabolism
- PHED 403 Cardiovascular Analysis, Evaluation and  
Rehabilitation
- PHED 404 Exercise Prescription
- PHED 405 Exercise Circulation: Mechanisms and Morphology
- PHED 406 Personal Fitness Training
- PHED 502 Research
- PHED 503 Directed Study
- PHED 506 Philosophy and Principles of Physical Education
- PHED 508 Motor Learning
- PHED 516 Exercise Electrocardiography
- PHED 520 Health Fitness Program Planning and  
Management
- PHED 546 Applied Biomechanics and Movement Analysis
- HEAL 471 Nutrition
- HEAL 483 Nutrition and Cardiovascular Health
- HEAL 518 Quantitative Methods in Health Promotion  
and Epidemiology

Upon completion of the program, all students must take the  
comprehensive exams or complete a written thesis under the  
guidance of an adviser.

Total minimum credits: 30

**Individualized Program of Study**

Development of a program of study, in consultation with the  
program adviser, to meet individual career and educational goals.  
The program must include a minimum of 15 credits in physical  
education.

Total minimum credits: 30



# Secondary Education and Professional Programs

**High School Education**

**Middle School Education**

**Educational Leadership**

**Instructional Technology**

## FACULTY

**Chairperson:** Associate Professor Lynne Yeamans

### Graduate Program Coordinators:

- Associate Professor John-Michael Bodi  
(SEAS Core Courses),
- Assistant Professor Thomas Brady  
(Accelerated Postbaccalaureate and  
Postbaccalaureate Programs),
- Associate Professor Lynn Yeamans  
(Educational Leadership),
- Associate Professor Thanh Nguyen  
(Instructional Technology)

**Professor:** Raymond ZuWallack

**Associate Professors:** Anne Hird, Theodore Mattocks

**Assistant Professors:** Benedicta Eyemaro, Phyllis Gimbel,  
Stephen Nelson

**Department Telephone Number:** 508.531.1320

**Location:** Tinsley Center, Room 214

**Web site:** [www.bridgew.edu/seconded](http://www.bridgew.edu/seconded)

## DEGREE PROGRAMS

- MAT - (High School/Middle School)  
Areas: biology, creative arts, English, history, mathematics,  
music education, physical science, physics
- MEd in Educational Leadership
- MEd in Instructional Technology

## POSTBACCALAUREATE LICENSURE PROGRAMS

- Secondary Education  
(High School/Middle School, PreK-12 Specialist)  
Areas: biology, chemistry, dance, earth sciences, English, his-  
tory, mathematics, music, physics, theater, visual art
- Educational Leadership
- Instructional Technology (all levels)

## CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership

## UNDERGRADUATE MINORS

- Secondary Education  
Secondary Education – High School  
(Areas: biology, chemistry, earth sciences, English, history,  
mathematics, physics)
- Secondary Education – Middle School  
(Areas: biology, chemistry, earth sciences, English, history,  
mathematics, physics)
- Secondary Education – Middle-High School  
(Area: visual art)
- Secondary Education – PreK-Middle School  
(Area: visual art)
- Secondary Education – PreK-High School  
(Areas: dance, health/family and consumer science,  
music, theater)

## UNDERGRADUATE PROGRAMS

All courses are structured to address the transition toward the contemporary concerns of human development, diversity, equity and ethics. The learner is regarded as one who has an active role in constructing his/her knowledge base, values and attitudes. The varied cultural backgrounds of students and teachers are seen as a positive context in which one can listen, consider and learn. The department sees its role as interactive with other education departments and with the School of Arts and Sciences, addressing joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students who intend to become licensed educators must apply for admission and be accepted into professional education through the School of Education and Allied Studies. All students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to the state regulations for the licensure of educational personnel and important institutional deadlines.

Students are advised to check the secondary education and preprofessional programs Web site periodically at [www.bridgew.edu/seconded/](http://www.bridgew.edu/seconded/).

## INSTRUCTIONAL MEDIA MINOR

This program is inactive.



# Secondary Education and Professional Programs

## SECONDARY EDUCATION MINOR (HIGH SCHOOL (8-12), MIDDLE SCHOOL (5-8), PREK-12 SPECIALIST)

The department offers a minor in secondary education. A student selecting this minor must select a major in an appropriate academic discipline. The major requirements for each academic discipline, including cognates and the secondary education minor, are described on the following pages.

The secondary education minor is designed for students who intend to qualify for a teacher license in one of the following areas:

- Secondary Education – High School  
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle School  
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle-High School  
(Area: visual art)
- Secondary Education – PreK-Middle School  
(Area: visual art)
- Secondary Education – PreK-High School  
(Areas: dance, health/family and consumer science, music, theater)
- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Science (5-8)
- Teacher of Earth Science (8-12)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of Health/Family and Consumer Sciences (all levels)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8)
- Teacher of Physics (8-12)
- Teacher of Theater (all levels)
- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)

In addition to majoring in an appropriate academic discipline (see Academic Disciplines for Secondary Education Minors), students seeking 5-8, 8-12, or PreK-12 licensure must also complete the secondary education minor, and meet all requirements for acceptance into the program.

High School (biology, chemistry, earth sciences, English, history, mathematics, physics – grades 8-12)

Credits

*EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation.....	3
EDHM 335 Assessment and Planning .....	3
EDHM 445 Content Area Reading, Writing and Study Skills .....	3
An appropriate "strategies for teaching" course: HSED 412, HSED 414, HSED 422 or HSED 465 .....	3
EDHM 490 Teaching Practicum.....	12

### Cognate Courses

PSYC 227 Development Through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33

Middle School: (biology, chemistry, earth sciences, English, history, mathematics, physics – grades 5-8)

Credits

*EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation.....	3
EDHM 335 Assessment and Planning .....	3
EDHM 445 Content Area Reading, Writing and Study Skills .....	3
An appropriate "strategies for teaching" course: MSD 450, MSD 451, MSD 456 or MSD 465 .....	3
EDHM 490 Teaching Practicum.....	12

### Cognate Courses

PSYC 227 Development Through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33

PreK-8, 5-12 and PreK-12 Specialists (dance, health/family and consumer science, music, theater, visual art)

Credits

*EDHM 210 Introduction to Teaching .....	3
EDHM 235 Learning and Motivation .....	3
EDHM 335 Assessment and Planning .....	3
EDHM 445 Content Area Reading, Writing and Study Skills .....	3
An appropriate "strategies for teaching" course: EDHM 413, EDHM 424, EDHM 425, EDHM 459 or HEAL 450.....	3
EDHM 490 Teaching Practicum .....	12

### Cognate Courses

PSYC 227 Development Through the Life Cycle .....	3
SPED 203 Cultural Diversity Issues in School and Society.....	3

\* To be completed prior to admission to professional education and enrollment in any other education courses.

Total minimum credits: 33



## ACADEMIC DISCIPLINES FOR SECONDARY EDUCATION MINORS

Students desiring to complete a minor in secondary education (high school, middle school, PreK-12) must also complete an academic major. Appropriate academic majors, along with major and cognate requirements, are listed below. It is important to note that in many cases the major or cognate requirements for students selecting an education minor are somewhat different from those that hold for students who do not minor in education.

### Biology (Teacher of Biology 5-8 or 8-12)

See the "Biological Sciences" section of this catalog for discipline area requirements.

### Chemistry (Teacher of Chemistry 5-8 or 8-12)

See the "Chemical Sciences" section of this catalog for discipline area requirements.

### Dance (Teacher of Dance – all levels)

See the "Theater and Dance" section of this catalog for discipline area requirements.

### Earth Sciences (Teacher of Earth Sciences 5-8 or 8-12)

#### Major courses

	Credits
EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 210 Oceanography .....	3
EASC 215 Solar System Astronomy .....	3
EASC 250 Geomorphology.....	4
EASC 260 Mineralogy .....	4
EASC 360 Petrology.....	4
EASC 496 Seminar in Geology.....	1
GEOG 221 Meteorology.....	3
Plus nine additional semester hours of approved earth sciences electives .....	9

#### Cognate Courses

MATH 151-152 Calculus I-II .....	6
or	
MATH 141-142 Elements of Calculus I-II .....	
CHEM 131-132 Survey of Chemistry I-II.....	7
or	
CHEM 141-142 Chemical Principles I-II .....	
One year of physics or biology .....	8

Total minimum credits: 60

### English (Teacher of English 5-8 or 8-12)

See the "English" section of this catalog for discipline area requirements.

### History (Teacher of History 5-8 or 8-12)

See the "History" section of this catalog for discipline area requirements.

### Mathematics (Teacher of Mathematics 5-8 or 8-12)

Credits

See the "Mathematics and Computer Science" section of this catalog for discipline area requirements.

### Music (Teacher of Music – all levels)

See the "Music" section of this catalog for discipline area requirements.

### Physics (Teacher of Physics 5-8 or 8-12)

Requirements: Completion of the secondary education minor, the BA or BS in physics, and PHYS 107 Exploring the Universe.

See the "Physics" section of this catalog for BA or BS in physics requirements.

### Theater (Teacher of Theater – all levels)

See the "Theater and Dance" section of this catalog for discipline area requirements.

### Visual Art (Teacher of Visual Art PreK-8 or 5-12)

See the "Art" section of this catalog for discipline area requirements.

## GRADUATE PROGRAMS

The Department of Secondary Education and Professional Programs offers several programs designed to meet the needs of graduate students.

An Accelerated Postbaccalaureate licensure program (APB) leading to initial licensure in designated high school (8-12), middle school (5-8), and PreK-12 special subject areas is offered.

A Master of Arts in Teaching (MAT) degree program, in conjunction with several of the arts and sciences departments of the college, designed for secondary school teachers who have an initial license and are seeking a professional license is offered.

In addition, the department offers the degree of Master of Education (MEd) in educational leadership and instructional technology.

A Certificate of Advanced Graduate Study (CAGS) in education with a focus on educational leadership is offered. (In addition, Bridgewater State College CAGS graduates who apply to and are accepted into a collaborative doctoral program in educational leadership at the University of Massachusetts-Lowell may apply up to 12 CAGS credits toward the 48 credits required for the degree.)



# Secondary Education and Professional Programs

## ACCELERATED POSTBACCALAUREATE PROGRAM (APB): INITIAL LICENSURE FOR HIGH SCHOOL (SUBJECT AREAS: 8-12), MIDDLE SCHOOL (SUBJECT AREAS: 5-8) TEACHERS AND PreK-12 SPECIALISTS

Graduate Program Coordinator: Professor Thomas Brady

The Accelerated Postbaccalaureate (APB) program is a rigorous, accelerated graduate level program of study (15 credits) that leads to initial teacher licensure. Recognizing the unique strengths of nontraditional licensure candidates, the APB program is designed for individuals who are committed to becoming outstanding teachers.

The APB program is designed for persons who have a bachelor's degree and are seeking initial licensure in one of the following fields:

- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Sciences (5-8)
- Teacher of Earth Sciences (8-12)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8)
- Teacher of Physics (8-12)
- Teacher of Theater (all levels)
- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)

### APB Admission Criteria

Candidates for the APB program will be admitted by the Office of Graduate Admission Enrollment Management based upon the recommendation of the APB coordinator. The coordinator will base the admissions recommendations on the candidate's potential to be an effective teacher based on multiple indicators including, but not limited to, the following:

- An undergraduate degree with a minimum GPA of 2.8
  - Content competence demonstrated by:  
A passing score on the subject matter test of the Massachusetts Tests for Educator Licensure® (MTEL).
- Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area. Additional content courses may be required.
- Literacy, communication and academic competence as demonstrated by a passing score on the communication and literacy MTEL®
  - Experience with youth at the licensure level

Evidence to be submitted by the program candidate includes:

- Completed application
- Statement of desire to be a teacher
- Résumé
- Transcripts
- MTEL® scores
- GRE scores (optional)
- Descriptions of appropriate life experiences
- Official transcripts of all undergraduate and graduate course work

For APB application material and information, contact the Office of Graduate Admissions Enrollment Management.

APB Curriculum	Credits
EDHM 550 Middle and High School Education: Theory into Practice (course includes 40 hours of fieldwork).....	3
EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science .....	3
or	
EDHM 553 Curriculum and Instruction in the Middle and High School Arts and Humanities (course includes 40 hours of fieldwork)	
Note: History candidates in the APB program must also complete MSSED 450 or HSED 412 after successful completion of EDHM 550 and EDHM 553 (three credits).	
EDHM 554 Student Teaching Practicum .....	6
or	
EDHM 556 Employment-based Prepracticum	
EDHM 558 The Reflective Middle and High School Practitioner (includes submission of a complete competence portfolio).....	3
Total minimum credits: 15	

Note: As an alternative to the APB program, the Department of Secondary Education and Professional Programs will allow accepted postbaccalaureate students to follow the undergraduate course sequence listed earlier in this departmental section of the catalog under the heading of Secondary Education Minor. The cognates, SPED 203 and PSYC 227 are not a requirement. Contact the program coordinator for details and the School of Graduate Studies for application information.

## MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent MA DESE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.



Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

MATs are available in the following areas:

- Biology
- Creative Arts
- English
- History
- Mathematics
- Music Education
- Physical Science
- Physics

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program procedures.

### Admission Requirements

- A minimum GPA of 2.75 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license and teaching experience
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

#### Educator Master's Core Courses

	Credits
EDMC 530 The Teacher as Researcher .....	3
EDMC 531 The Standards-Based Classroom: Curriculum .....	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners.....	3
EDMC 538 The Professional Teacher (final program course) .....	3

#### Concentration Electives

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student. For details, please refer to the appropriate academic department section of this catalog. .... 18

Successful completion of a comprehensive examination is also required.

Total minimum credits: 33

## EDUCATIONAL LEADERSHIP GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Lynne Yeamans

### LEAD: LEADING EDUCATORS THROUGH ADMINISTRATIVE DEVELOPMENT

The LEAD program will accommodate people of varied backgrounds, prior experience and abilities who are interested in becoming school administrators. The program incorporates a team approach to prior learning assessment and administration preparation, a flexible continuum of learning experiences and an induction and mentoring program to support and retain administrators.

The LEAD program is an accelerated initial licensure program designed to prepare students for the following professions:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- School Principal/Assistant Principal (PreK-6)
- School Principal/Assistant Principal (5-8)
- School Principal/Assistant Principal (9-12)
- Superintendent/Assistant Superintendent (all levels)

### Admission Requirements

- Bachelor's degree from an accredited institution with a minimum GPA of 2.8
- Letter of intent articulating participant's philosophy of educational leadership in times of change
- Three letters of recommendation
- Official copies of all undergraduate and graduate transcripts
- Initial licensure in other area dependent upon administrative licensure sought (exceptions are granted on a case by case basis as approved by the Massachusetts Department of Elementary and Secondary Education)
- Passing score on the Communication and Literacy Massachusetts Tests for Educator Licensure® (MTEL).  
NOTE: Conditional acceptance into the program may be granted without the MTEL® score. However, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.

### LEAD – POSTBACCALAUREATE PROGRAM IN EDUCATIONAL LEADERSHIP

	Credits
EDLE 509 Seminar for Future Leaders .....	3
EDLE 511 Educational Leadership and Managerial Effectiveness.....	3
EDLE 564 Selection and Development of Educational Personnel.....	3
EDLE 565 School Finance and Business Administration .....	3
EDLE 569 Legal Aspects of School Administration.....	3



# Secondary Education and Professional Programs

Choose one course from one of the following groups, dependent on licensure sought..... 3

- Principal/Assistant Principal  
EDLE 561 Elementary School Administration  
EDLE 562 High School Administration  
EDLE 563 Middle School Administration
- Superintendent/Assistant Superintendent  
EDLE 591 Seminar in Administration: Superintendency
- Special Education Administrator  
SPED 512 Organization and Administration of Special Education
- School Business Manager  
POLI 521 Public Finance  
or  
POLI 592 Special Topics in Public Administration
- Supervisor/Director  
EDMC 531 Standards-Based Classroom: Curriculum

A six-credit practicum is required..... 6

- EDLE 580 Practicum in Administration of Special Education
- EDLE 582 Practicum in School Business Administration
- EDLE 583 Practicum in Supervisorship/Directorship
- EDLE 584 Practicum in Elementary School Principalship
- EDLE 585 Practicum in Middle School Principalship
- EDLE 586 Practicum in High School Principalship
- EDLE 587 Practicum in Superintendency/Assistant Superintendency

The portfolio review in EDLE 509 will include training in the development of an electronic portfolio, which is an exit requirement for the student's program.

Total minimum credits: 24

## LEAD – POSTMASTER’S PROGRAM IN EDUCATIONAL LEADERSHIP

	Credits
EDLE 509 Seminar for Future Leaders .....	3
EDLE 664 The Personnel Function of Public Schools.....	3
EDLE 665 Fiscal Aspects of School Administration .....	3
EDLE 669 Concepts and Cases in School Law.....	3
EDLE 677 Systems Planning for Educational Leaders .....	3
Choose one course from one of the following groups, dependent on licensure sought.....	3
• Principal/Assistant Principal EDLE 661 Effective School Leadership for Elementary Schools EDLE 662 Effective School Leadership for Middle Schools EDLE 663 Effective School Leadership for High Schools	
• Superintendent/Assistant Superintendent EDLE 691 The School Superintendency	
• Special Education Administrator SPED 512 Organization and Administration of Special Education	
• School Business Manager POLI 521 Public Finance or POLI 592 Special Topics in Public Administration	

- Supervisor/Director  
EDMC 531 Standards-Based Classroom: Curriculum

A six credit practicum from below is required ..... 6

- EDLE 679 Practicum in School Business
- EDLE 680 Practicum in Administration of Special Education
- EDLE 683 Practicum in Supervisorship/Directorship
- EDLE 684 Practicum in Elementary School Principalship
- EDLE 685 Practicum in Middle School Principalship
- EDLE 686 Practicum in High School Principalship
- EDLE 687 Practicum in Superintendency/Assistant Superintendency
- EDLE 688 Practicum in Directorship of Guidance
- EDLE 689 Practicum in Directorship of Pupil Personnel Services

The portfolio review in EDLE 509 will include training in the development of an electronic portfolio, which is an exit requirement for the student's program.

Total minimum credits: 24

Courses in the LEAD program can be transferred into the master's degree or CAGS program in educational leadership.

## MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education degree (MEd) in educational leadership program is designed to prepare students for the following positions in school administration:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- School Principal/Assistant Principal (PreK-6)
- School Principal/Assistant Principal (5-8)
- School Principal/Assistant Principal (9-12)
- Superintendent/Assistant Superintendent (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Elementary and Secondary Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Where required, candidates who possess an appropriate professional license and who have had three years' employment under that license will be eligible for administrator licensure at the completion of this program. Documentation of this must be on file with the School of Graduate Studies.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license, except where not required by licensure regulations.

A minimum of 36 approved graduate credits is required in this degree program. It should be understood that those who anticipate preparing for some of the above positions, such as a superintendency, should plan to do graduate work beyond the minimum.

Applicants are required to submit a qualifying score on the Communications and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL).



# Secondary Education and Professional Programs

Students may choose one of the following program options:

- supervisor/director (various levels)
- administrator of special education (all levels)
- school business administrator (all levels)
- school principal/assistant principal (PreK-6), school principal/assistant principal (5-8), school principal/assistant principal (9-12)
- superintendent/assistant superintendent (all levels)

As part of their chosen program option, students must satisfactorily complete the following curriculum:

## Admission Requirements

- A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- Licensure track – A qualifying score on the Communications and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL)  
Non-licensure track – A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the Communications and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL)
- Three appropriate letters of recommendation

## Initial License

## Credits

EDLE 510 Seminar on Educational Leadership for the Future (prior to admission).....	3
EDLE 511 Educational Leadership and Managerial Effectiveness.....	3
EDLE 530 Research Applications for School Leaders.....	3
EDLE 564 Selection and Development of Educational Personnel.....	3
EDLE 565 School Finance and Business Administration.....	3
EDLE 567 Human Concerns in the Schools.....	3
or	
EDLE 579 Diversity Issues for School Leaders	
EDLE 569 Legal Aspects of School Administration.....	3
EDLE 572 Technology for School Administrators.....	3
EDLE 578 Curriculum Improvement.....	3
Practicum (one of the following courses).....	6
EDLE 580 Practicum in Administration of Special Education	
EDLE 582 Practicum in School Business Administration	
EDLE 583 Practicum in Supervisorship/Directorship	
EDLE 584 Practicum in Elementary School Principalship	
EDLE 585 Practicum in Middle School Principalship	
EDLE 586 Practicum in High School Principalship	
EDLE 587 Practicum in Superintendency/Assistant Superintendency	
School business administrator candidates only.....	6
ACFI 510 Accounting for School Business Managers	

ACFI 511 Principles of Finance for School Business Administration

Principal/Assistant Principal candidates only choose one of the following..... 3

EDLE 561 Elementary School Administration (degree requirement for school principal/assistant principal (PreK-6) program option)

EDLE 562 High School Administration (degree requirement for school principal/assistant principal (9-12) program option)

EDLE 563 Middle School Administration (degree requirement for school principal/assistant principal (5-8) program option)

Supervisor/Director candidates only..... 3

EDMC 531 The Standards-Based Classroom: Curriculum

Superintendent/assistant superintendent option only..... 3

EDLE 591 Seminar in School Administration:

The Superintendency

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate initial license and have had three years of employment in the role covered by that license. This must be documented in order to become licensed.

MEd comprehensive examinations are given to and/or digital portfolios are submitted by the committee during the months of November and March only. Students should consult the college calendar in this catalog for examination request deadlines.

Total minimum credits: 36

For additional information relative to this program, students not yet accepted should consult with the coordinator of the program.

## CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – EDUCATIONAL LEADERSHIP

Graduate students who hold a master's degree in a field of education and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program. This program is designed to enable the student to:

- Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker
- Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments
- Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others
- Expand learning opportunities for all constituencies by having and advocating a need to be a lifelong learner

## Program Description

The CAGS in Educational Leadership is a cohort, weekend program through which students earn 34 credits beyond the master's and may meet state certification requirements for educational leaders through a college-sponsored internship.



# Secondary Education and Professional Programs

In the cohort model, a group of 18-24 students begins the program together and moves through it as a group. Class sessions are planned for Friday evening and all day Saturday. Classes are held on six weekends in the fall and spring semesters. Summer courses for the CAGS program are offered on a flexible schedule.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater State College graduates who apply to and are accepted into the doctoral program in educational leadership at UMass-Lowell may apply 12 of the credits earned toward the 48 credits required as part of the doctorate degree.

### Admission Standards and Criteria

Entrance to the program will be determined based upon the following

- Master’s degree from an accredited college or university (official transcript required)
- Three letters of recommendation (one from immediate supervisor)
- Completed application form
- Academic certification through Massachusetts Department of Elementary and Secondary Education
- Qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)

### Program of Study

The initial courses in this program are designed in part to start students working on their leadership projects – introduction to CAGS, research issues for school administration, and systems planning. The remaining courses are designed to provide a sound knowledge base for practitioners and meet state licensure requirements.

Content Courses	Credits
EDLE 661 Effective School Leadership for Elementary Schools .....	3
or	
EDLE 662 Effective School Leadership for Middle Schools or	
EDLE 663 Effective School Leadership for High Schools	
EDLE 664 The Personnel Function of Public Schools .....	3
EDLE 665 Fiscal Aspects of School Administration .....	3
EDLE 667 Communication Between and Among School Stakeholders .....	3
EDLE 669 Concepts and Cases in School Law.....	3
EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar .....	3
EDLE 672 Technology for Administrators .....	3
EDLE 675 Research Issues in School Administration .....	3
EDLE 677 Systems Planning for Educational Leaders .....	3
EDLE 678 Curriculum Development and Program Management.....	3
EDLE 681 CAGS Extern.....	3
EDLE 682 CAGS Extern II.....	1
EDLE 691 The School Superintendency .....	3

### Practicum (one practicum from below) .....3-6

- EDLE 603 Directed Study in School Administration
- EDLE 679 School Business Administrator
- EDLE 680 Practicum in Administration of Special Education
- EDLE 683 Practicum in Supervisorship/Directorship
- EDLE 684 Practicum in Elementary School Principalship
- EDLE 685 Practicum in Middle School Principalship
- EDLE 686 Practicum in High School Principalship
- EDLE 687 Practicum in Superintendency/Assistant Superintendency
- EDLE 688 Practicum in Directorship of Guidance
- EDLE 689 Practicum in Directorship of Pupil Personnel Services

An oral defense of the CAGS leadership project is required.

Total minimum credits: 40

## LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

## INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Thanh Nguyen

### POSTBACCALAUREATE PROGRAM: INITIAL LICENSURE-INSTRUCTIONAL TECHNOLOGY (ALL LEVELS)

This program is designed for students who have a bachelor’s degree and seek initial licensure in instructional technology (all levels).

### Admission Requirements

Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies and the School of Education and Allied Studies.

- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor
- A qualifying score on the Communications and Literacy Skills portion of the Massachusetts Test for Educator Licensure® (MTEL).
- Official transcripts of undergraduate and graduate course work

Please note that admissions decisions to the postbaccalaureate programs are made on a rolling basis when applications are submitted within a reasonable time frame prior to the start of the academic semester.

Anyone with an undergraduate GPA less than 2.8 should contact the School of Graduate Studies for information regarding a low-GPA remedy.



Non-degree students will be allowed to enroll in two courses or six credits prior to matriculation.

Students admitted to the Graduate Certificate in Instructional Technology program will be allowed to transfer four courses or 12 credits into the postbaccalaureate program with the permission of the program coordinator, providing that the courses completed meet the course requirements for the postbaccalaureate program.

Course requirements	Credits
INST 509 Foundations of Instructional Technology.....	3
INST 522 Instructional Design.....	3
INST 523 Information Access and the Internet.....	3
INST 526 Making Connections: Networking.....	3
INST 529 Assistive Technology.....	3
INST 596 Clinical Experience .....	6*
Total minimum credits: 21	

\*Six credits are required in the clinical experience, INST 596, unless three credits are waived by the School of Education and Allied Studies due to licensure status.

Students successfully completing the program are eligible to apply for initial Massachusetts Licensure in Instructional Technology (all levels).

## MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

This 30-credit program prepares leaders in teaching with current technology, both in PreK-12 schools and in adult professional settings. The program combines technical skills and knowledge with current teaching and learning theory and aims to develop understanding of the dynamic relationship between technology and the organization into which it is introduced.

Applicants must meet the criteria below in order to be admitted by the School of Graduate Studies and the School of Education and Allied Studies.

- Completed application for admission, including \$50 application fee
- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor
- Official transcripts of all undergraduate and graduate course work
- A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure® (MTEL)

Admission decisions to the Master of Education degree in instructional technology program are made on a deadline basis. Current admission deadlines are Feb. 15 for summer session admission, May 15 for fall semester admission and Oct. 1 for spring semester admission. For students with an undergraduate GPA less than 2.8, a low-GPA remedy is available.

Note: Students who have been admitted and completed the Graduate Certificate in Instructional Technology are permitted to transfer four courses or 12 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology. Students who have been admitted and completed the postbaccalaureate program are permitted to transfer five courses or 15 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator, providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology.

## Requirements for completion of the Master of Education Degree in Instructional Technology Program

Successful completion of the Master of Education degree in instructional technology requires that a candidate complete a 30-credit program of study and a research project, and pass a comprehensive examination based on the research project.

Required Courses	Credits
INST 509 Foundations of Instructional Technology.....	3
INST 522 Instructional Design .....	3
INST 523 Information Access and the Internet.....	3
INST 524 Technology Leadership .....	3
INST 526 Making Connections: Networking .....	3
INST 529 Assistive Technology .....	3
INST 525 Emergent Technology and Learning Environments.....	3
or	
INST 552 Multimedia for Educators .....	3
EDMC 530 The Teacher as Researcher .....	3
INST 590 Seminar in Instructional Technology: Research and Analysis .....	3
INST 595 Advanced Research Seminar .....	3
Total minimum credits: 30	

## POSTMASTER'S LICENSURE IN INSTRUCTIONAL TECHNOLOGY

This program is inactive.



## FACULTY

**Chairperson:** Professor Robert MacMillan

**Communication Disorders Program Coordinator:**  
Professor Sandra Ciocci

**Graduate Program Coordinator:**  
Associate Professor Kenneth Dobush

**Professors:** Lisa Battaglini, Lidia Silveira

**Associate Professors:** David Almeida, Delayne Connor,  
Mary Connor, Jeri Katz

**Department Telephone Number:** 508.531.1226

**Location:** Hart Hall, Room 218

**Web site:** [www.bridgew.edu/spec/ed](http://www.bridgew.edu/spec/ed)

## DEGREE PROGRAMS

- BSE in Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- BSE in Special Education (Teacher of Students with Severe Disabilities - all levels)
- BSE in Special Education  
Concentration: Communication Disorders
- BSE in Elementary Education/MEd in Special Education (Teacher of Students with Moderate Disabilities PreK-8) five-year Dual License program
- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8) for Elementary and Early Childhood Teachers
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
- MEd in Special Education (Non-licensure)

## POSTBACCALAUREATE LICENSURE PROGRAMS

- Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- Special Education (Teacher of Students with Severe Disabilities-all levels)

## UNDERGRADUATE MINORS

- Inclusive Practices in Special Education and Communication Disorders
- Professional Practices in Special Education and Communication Disorders
- Communication Disorders

## UNDERGRADUATE PROGRAMS

### BACHELOR OF SCIENCE IN EDUCATION

#### Special Education

The Department of Special Education and Communication Disorders offers undergraduate programs designed for students interested in obtaining Massachusetts initial licensure as a Teacher of Students with Disabilities and a program in preprofessional studies in communication disorders.

### MAJORS IN SPECIAL EDUCATION

The programs have been designed in accordance with Massachusetts Department of Elementary and Secondary Education standards and include license reciprocity with signatory states under the Interstate Certification Compact. Programs meet standards of the Council for Exceptional Children (CEC). The School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

### BSE IN SPECIAL EDUCATION-TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8 OR 5-12)

#### Admission Requirements

- Candidates are enrolled in two majors: special education and an arts and sciences major.
- Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an under-graduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level course work.

#### Program Requirements

- In consultation with advisers, undertake appropriate course work and activities.
- Candidates must complete appropriate core curriculum and arts and sciences requirements.
- a) PreK-8 candidates must, prior to the student teaching experience,
  1. complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent)
  2. have passed the General Curriculum MTEL®
- b) 5-12 candidates must, prior to the student teaching experience,
  1. complete an appropriate psychology course (PSYC 227 or equivalent)
  2. have either passed a subject content MTEL® or the General Curriculum MTEL®
- Candidates will also be required to pass the Foundations of Reading MTEL® prior to licensure



## Cognate Requirements

PreK-8 candidates must complete:

PSYC 224 Child Psychology ..... 3

or

PSYC 227 Development Through the Life Cycle or equivalent

5-12 candidates must complete:

PSYC 227 Development Through the Life Cycle or equivalent ..... 3

## Licensure Requirements

\*SPED 202 Introduction to Special Education ..... 3

SPED 203 Cultural Diversity Issues in Schools and Society ..... 3

SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner ..... 3

SPED 303 Principles and Procedures of Assessment of Special Needs Learners ..... 3

SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies ..... 3

SPED 403 Curriculum Development and Implementation for Special Needs Learners ..... 3

SPED 431 Student Teaching Practicum Moderate Disabilities (PreK-8) ..... 6 or 12

or

SPED 432 Student Teaching Moderate Disabilities (5-12) ..... 6 or 12  
Total minimum credits: 27

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BSE IN SPECIAL EDUCATION (TEACHER OF STUDENTS WITH SEVERE DISABILITIES – ALL LEVELS)

### Admission Requirements

- Candidates are enrolled in two majors, special education and an arts and sciences major.
- Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an undergraduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level course work.

### Program Requirements

- In consultation with advisers, undertake appropriate course work and activities.
- Candidates must complete appropriate core curriculum and arts and sciences requirements.

- Candidates must submit evidence that they have passed the General Curriculum MTEL® prior to the student teaching experience.

## Licensure Requirements

## Credits

\*SPED 202 Introduction to Special Education ..... 3

SPED 203 Cultural Diversity Issues in School and Society ..... 3

COMD 290 Language Acquisition and Development ..... 3

SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner ..... 3

SPED 303 Principles and Procedures of Assessment of Special Needs Learners ..... 3

SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies ..... 3

SPED 410 Instructional and Curricular Strategies for Learners with Intensive Special Needs I ..... 3

SPED 411 Instructional and Curricular Strategies for Learners with Intensive Special Needs II ..... 3

SPED 433 Student Teaching – Severe Disabilities ..... 6 or 12  
Total minimum credits: 30

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## BSE ELEMENTARY EDUCATION/MED SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM

The Dual License Program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The Dual License Program is a five-year program that leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MEd in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

## Undergraduate Program Requirements

- Students must complete a Liberal Arts or Sciences major. The following courses are required to complete the BSE Elementary Education/MEd Special Education Dual Licensure five-year program:



# Special Education and Communication Disorders

## Cognate Requirements

### Credits

ENGL 254 Literature for Elementary Education Majors .....	3
GEOG 151 Human Geography .....	3
HIST 131 World History to 1500.....	3
HIST 221 United States History and Constitutions to 1865.....	3
MATH 107 Principles of Mathematics I.....	3
POLI 172 Introduction to American Government .....	3
PSYC 224 Child Psychology .....	3
or	
ELED120 Child Study in Early Childhood and Elementary Classroom	

Note: Some of the required courses listed above also fulfill certain core curriculum requirements

## Additional undergraduate program requirements

*SPED 202 Introduction to Special Education.....	3
ELED 310 Teaching Science and Social Studies in the Elementary School.....	3
ELED 330 Teaching Reading in the Elementary School.....	3
ELED 340 Teaching Language Arts in the Elementary School (Writing Intensive in the Major Core Curriculum Requirement-CWRM) .....	3
ELED 350 Teaching Mathematics in the Elementary School.....	3
ELED 360 Teaching in a Standards-Based Inclusive Elementary Classroom .....	3
or	
SPED 217 Meeting the Needs of all Learners	
ELED 492 Supervised Teaching in Public Schools: Elementary .....	6
SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8) .....	6

\* To be completed prior to admission to professional education and enrollment in upper-division education courses.

## Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

## Graduate Program Requirements

Students must complete the following courses

EDMC 530 The Teacher as Researcher .....	3
SPED 501 Professional Practices in Special Education.....	3
SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8.....	3
SPED 517 Language Skills for Special Needs Learners.....	3
SPED 518 Reading Strategies in Special Education.....	3
SPED 530 Assessment Procedures in Special Education.....	3
SPED 550 Seminar in Special Education .....	3
SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction .....	3
SPED 575 Behavior Interventions in Special Education .....	3
SPED 594 Practicum: Moderate Disabilities (PreK-8) .....	6 or 12

Total minimum credits: 84

## MINOR IN INCLUSIVE PRACTICES IN SPECIAL EDUCATION AND COMMUNICATION DISORDERS

### Admission Requirements

- To declare a minor in Inclusive Practices in Special Education and Communication Disorders, the candidate must complete a "Declaration of Minor" card through the Academic Achievement Center. The adviser is the Department of Special Education and Communication Disorders chairperson.
- Students declaring the minor in Inclusive Practices in Special Education and Communication Disorders should contact the chairperson of the Department of Special Education and Communication Disorders to develop a program plan.

### Required Course Work

SPED 202 Introduction to Special Education.....	3
or	
SPED 211 The Early Childhood Learner with Special Needs	
SPED 203 Cultural Diversity Issues in School and Society.....	3

### Electives

Choose one course (three credits) from the following.....	3
ECED 230 The Basics of Early Childhood Education	
EDHM 210 Introduction to Teaching	
ELED 220 Introduction to Elementary Education	
Choose one course (three credits) from the following.....	3
EDHM 235 Learning and Motivation	
ELED 120 Child Study in the Early Childhood and Elementary Education Classroom	
PSYC 224 Child Psychology	
PSYC 226 Adolescent Psychology	
PSYC 227 Development through the Life Cycle	
Choose two courses (six credits) from the following.....	6
COMD 220 Introduction to Communication Sciences and Disorders	
COMD 231 Sign Language I	
COMD 290 Language Acquisition and Development Disabilities	
COMD 312 Language Disorders in Children	
SPED 217 Meeting the Needs of All Learners	

Total minimum credits: 18

## MINOR IN PROFESSIONAL PRACTICES IN SPECIAL EDUCATION AND COMMUNICATION DISORDERS

### Admission Requirements

- To declare a minor in professional practices in special education and communication disorders, the candidate must complete a "Declaration of Minor" card through the Academic Achievement Center. The adviser is the Department of Special Education and Communication Disorders chairperson
- Students declaring the minor should contact the chairperson of the Department of Special Education and Communication Disorders to develop a program plan.



- Candidates for the minor in professional practices in special education and communication disorders must meet the School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure® (MTEL) and an undergraduate GPA of 2.8 (with "C+" or better in ENGL 101 and ENGL 102) *prior to enrolling* in SPED 300- or 400-level course work.

## Credits

### Required course work..... 6

SPED 202 Introduction to Special Education

or

SPED 211 The Early Childhood Learner with Special Needs

SPED 203 Cultural Diversity Issues in School and Society

### Required professional practices course

work ..... 6

SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner

SPED 303 Principles and Procedures of Assessment of Special Needs Learners

Electives ..... 6

### A maximum of three credits may be taken from the following

ECED 230 The Basics of Early Childhood Education

EDHM 210 Introduction to Teaching

ELED 220 Introduction to Elementary Education

### A maximum of three credits may be taken from the following

EDHM 235 Learning and Motivation

ELED 120 Child Study in the Early Childhood and Elementary Education Classroom

PSYC 224 Child Psychology

PSYC 226 Adolescent Psychology

PSYC 227 Development through the Life Cycle

### Six credits may be taken from the following

COMD 231 Sign Language I

COMD 290 Language Acquisition and Development

COMD 312 Language Disorders in Children

SPED 217 Meeting the Needs of All Learners

Total minimum credits: 18

## COMMUNICATION DISORDERS

Program Coordinator: Dr. Sandra Ciocci

The department offers a preprofessional program in communication disorders for students interested in preparation for graduate study in speech-language pathology and/or audiology.

Specific information is available from the Department of Special Education and Communication Disorders. Contact Dr. Sandra Ciocci at 508.531.2628 or sciocci@bridgew.edu.

## CONCENTRATION IN COMMUNICATION DISORDERS

The minimum requirements for the communication disorders concentration include the following.

Credits

SPED 203 Cultural Diversity Issues in School and Society..... 3

COMD 220 Introduction to Communication Sciences

and Disorders..... 3

COMD 281 Speech Anatomy and Physiology..... 3

COMD 282 Speech and Hearing Science ..... 3

COMD 290 Language Acquisition and Development ..... 3

COMD 294 Phonetics..... 3

COMD 312 Language Disorders in Children..... 3

COMD 313 Phonology and Articulation Disorders ..... 3

COMD 351 Introduction to Audiology..... 3

COMD 393 Aural Rehabilitation ..... 3

COMD 480 Clinical Procedures: An Overview ..... 3

Elective (choose one)..... 3

COMD 325 Voice Disorders in Children and Adults

or

COMD 381 Neurological Bases of Speech and Language

### Required Cognates

PSYC 227 Development Through the Life Cycle ..... 3

ENGL 323 Introduction to Linguistics ..... 3

Once a student declares communication disorders as a concentration, he or she will be screened for adequate speech and language patterns to assure appropriate modeling of speech by therapists. Appropriate recommendations will be made for improvement, which the student will be required to follow if he or she wishes to pursue a practicum program sequence.

Total minimum credits: 42

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



## MINOR IN COMMUNICATION DISORDERS

	Credits
COMD 220 Introduction to Communication Disorders.....	3
COMD 281 Speech Anatomy and Physiology.....	3
COMD 282 Speech and Hearing Science .....	3
COMD 290 Language Acquisition and Development .....	3
COMD 294 Phonetics .....	3
COMD 351 Introduction to Audiology .....	3
Total minimum credits:	18

## GRADUATE PROGRAMS

### SPECIAL EDUCATION

Graduate Program Coordinator: Dr. Kenneth Dobush

At the graduate level the Department of Special Education and Communication Disorders offers several programs designed to meet the needs of graduate students. Contact Dr. Kenneth Dobush at 508. 531.2270 or [kdobush@bridgew.edu](mailto:kdobush@bridgew.edu) for specific information. An additional resource is located on Blackboard at [www.bridgew.edu](http://www.bridgew.edu). Username and password: guestapp.

For information regarding graduate program application procedures and admission standards, students should consult the "School of Graduate Studies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit consult the "School of Graduate Studies" section of this catalog.

### POSTBACCALAUREATE INITIAL LICENSURE PROGRAMS

- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Teacher of Students with Severe Disabilities (all levels)

### POSTBACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8, 5-12) (INITIAL LICENSURE)

#### Admission Requirements

- Candidates must meet all School of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8
- Candidates must submit evidence of passing the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL)

- Official transcripts of all undergraduate and graduate course work

#### Program Requirements

- In consultation with an adviser, undertake appropriate course work and activities including the following.
- Candidates must complete SPED 202 or SPED 510, or an equivalent introductory class in special education.
  - PreK-8 Candidates** must, prior to the student teaching experience:
    - a) complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent)
    - b) have passed the General Curriculum MTEL®
    - c) complete SPED 402 Children with Reading Disabilities or SPED 509 Teaching Reading to Learners with Disabilities (or equivalent).
  - 5-12 Candidates** must, prior to the student teaching experience:
    - a) complete an appropriate psychology course (PSYC 227 or equivalent)
    - b) have either passed a subject content MTEL® or the General Curriculum MTEL®
    - c) complete SPED 402 Children with Reading Disabilities (or equivalent).
  - Candidates will also be required to pass the Foundations of Reading MTEL® prior to licensure.

	Credits
<b>Cognate Requirement</b> .....	3
PreK-8 candidates must complete PSYC 224 Child Psychology or PSYC 227 Deveopment Through the Life Cycle or equivalent	
5-12 candidates must complete PSYC 227 Development Through the Life Cycle or equivalent	

#### Degree/Licensure Requirement

GRPP 501 Graduate Program Planning .....	1
--	---

#### Licensure Requirements

SPED 508 Strategies for Diversity.....	3
SPED 530 Assessment Procedures in Special Education.....	3
SPED 575 Behavioral Intervention in Special Education .....	3
SPED 501 Professional Practices in Special Education.....	3
SPED 504 Applied Curriculum Development for Learners with Special Needs (PreK-8).....	3
or SPED 505 Applied Curriculum Development or Learners with Special Needs (5-12)	
SPED 594 Practicum: Moderate Disabilities (PreK-8) (six credits).....	6
or SPED 595 Practicum: Moderate Disabilities (5-12) (six or 12 credits)	

Total minimum credits: 21



## POSTBACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH SEVERE DISABILITIES (ALL LEVELS) (INITIAL LICENSURE)

### Admission Requirements

- Candidates must meet all School of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8.
- Candidates must submit evidence that they have passed the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

In consultation with an adviser, undertake appropriate course work and activities including the following:

- Candidates must complete SPED 202 or SPED 510 (or equivalent), an introductory class in special education.
- Candidates must complete SPED 402 Children with Reading Disabilities or SPED 509 Teaching Reading to Learners with Disabilities (or equivalent) prior to enrollment in SPED 524.
- Candidates must complete an appropriate developmental psychology course.
- Candidates must submit evidence that they have passed the General Curriculum MTEL® prior to the practicum experience.

### Degree Requirement

### Credits

GRPP 501 Graduate Program Planning ..... 1

### Licensure Requirements

SPED 501 Professional Practices in Special Education.....	3
SPED 508 Strategies for Diversity.....	3
SPED 517 Language Skills for Special Needs Learners.....	3
SPED 530 Assessment Procedures in Special Education.....	3
SPED 575 Behavioral Intervention in Special Education .....	3
SPED 524 Curriculum Development for Learners with Severe Disabilities I.....	3
SPED 525 Curriculum Development for Learners with Severe Disabilities II.....	3
SPED 593 Practicum: Severe Disabilities.....	6 or 12
Total minimum credits:	28

## MASTER OF EDUCATION IN SPECIAL EDUCATION

- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12 ) for Elementary and Early Childhood Education Teachers
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8) for Elementary and Early Childhood Education Teachers

- MEd in Special Education (Dual Licensure BSE and MEd) Moderate Disabilities and Elementary Education
- MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
- MEd in Special Education (Non-licensure)

## MASTER OF EDUCATION IN SPECIAL EDUCATION MODERATE DISABILITIES (PREK-8 OR 5-12) (INITIAL LICENSURE)

### Admission Requirements

- Candidates must meet all School of Graduate Studies requirements and have a minimum undergraduate GPA of 2.8.
- Candidates must submit evidence that they have passed the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

- Candidates must complete SPED 202 or SPED 510, or an equivalent introductory class in special education.
- **PreK-8 Candidates** must, prior to the student teaching experience:
  - a) complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent)
  - b) have passed the General Curriculum MTEL®
  - c) complete SPED 402 Children with Reading Disabilities (or equivalent).
- **5-12 Candidates** must, prior to the student teaching experience:
  - a) complete an appropriate psychology course (PSYC 227 or equivalent)
  - b) have either passed a subject content MTEL® or the General Curriculum MTEL®
  - c) complete SPED 402 Children with Reading Disabilities or SPED509 Teaching Reading to Learners with Disabilities (or equivalent).
- All candidates are required to pass the Foundations of Reading MTEL® prior to licensure.

### Credits

Cognate Requirement..... 3

PreK-8 candidates must complete:

PSYC 224 Child Psychology  
or  
PSYC 227 Development Through the Life Cycle  
or equivalent

5-12 candidates must complete:

PSYC 227 Development Through the Life Cycle or equivalent



# Special Education and Communication Disorders

**Degree Requirements**

GRPP 501 Graduate Program Planning ..... 1

**Licensure Requirements**

SPED 508 Strategies for Diversity..... 3  
SPED 530 Assessment Procedures in Special Education..... 3  
SPED 575 Behavioral Intervention in Special Education ..... 3  
SPED 501 Professional Practices in Special Education..... 3  
SPED 504 Applied Curriculum Development for  
Learners with Special Needs: PreK-8 ..... 3  
or  
SPED 505 Applied Curriculum Development for Learners with  
Special Needs: 5-12  
SPED 594 Practicum: Moderate Disabilities (PreK-8) .....6 or 12  
or  
SPED 595 Practicum: Moderate Disabilities (5-12)

**Additional Degree Requirements**

EDMC 530 Teacher as Researcher..... 3  
SPED 517 Language Skills for Special Needs Learners..... 3  
SPED 518 Reading Strategies in Special Education..... 3  
SPED 560 Teaching Students with Special Needs  
Through Direct/Explicit Instruction ..... 3  
SPED 550 Seminar in Special Education ..... 3  
Total minimum credits: 37\*

Degree requirements include a minimum of 37 approved gradu-  
ate credits and the successful completion of the comprehensive  
examination.

\* On a case-by-case basis an individual course may be waived to  
bring the minimum number of credits to 31.

**MASTER OF EDUCATION IN SPECIAL  
EDUCATION MODERATE DISABILITIES  
(PREK-8) FOR ELEMENTARY/EARLY  
CHILDHOOD EDUCATION TEACHERS  
(INITIAL LICENSURE)**

This program is intended for teachers who hold an elementary  
or early childhood education initial license and is designed to  
provide them with:

- An initial license as a teacher of students with moderate dis-  
abilities, PreK-8, and
- A Master of Education in Special Education, which fulfills  
the course work requirements for professional licensure in  
elementary or early childhood education.

**Admission Requirements**

- Candidates must meet all School of Graduate Studies admis-  
sion requirements.
- Candidates must submit evidence of Massachusetts  
Elementary or Early Childhood Education Initial Teacher  
License.
- Candidates must submit official transcripts of all undergradu-  
ate and graduate course work.

**Program Requirements**

- Candidates must complete SPED 202 or SPED 510, or an  
equivalent introductory class in special education.
- Candidates must, prior to the student teaching experience,  
complete the appropriate course work listed below.

Degree Requirement	Credits
GRPP 501 Graduate Program Planning .....	1

**Licensure Requirements**

SPED 508 Strategies for Diversity..... 3  
SPED 530 Assessment Procedures in Special Education..... 3  
SPED 575 Behavior Interventions in Special Education ..... 3  
SPED 501 Professional Practices in Special Education..... 3  
SPED 504 Applied Curriculum Development for  
Learners with Special Needs: PreK-8 ..... 3  
SPED 594 Practicum: Moderate Disabilities (PreK-8) ..... 6

**Additional Degree Requirements**

EDMC 530 Teacher as Researcher..... 3  
SPED 517 Language Skills for Special Needs Learners..... 3  
SPED 518 Reading Strategies in Special Education..... 3  
SPED 560 Teaching Students with Special Needs  
Through Direct/Explicit Instruction ..... 3  
SPED 550 Seminar in Special Education ..... 3  
Total minimum credits: 37\*

Degree requirement includes a minimum of 37 approved  
graduate credits and the successful completion of the  
comprehensive examination.

\* On a case-by-case basis an individual course may be waived to  
bring the minimum number of credits to 34.

**MASTER OF EDUCATION IN SPECIAL  
EDUCATION SEVERE DISABILITIES  
(ALL LEVELS) (INITIAL LICENSURE)**

**Admission Requirements**

- Candidates must meet all graduate admissions office require-  
ments and have a minimum undergraduate GPA of 2.8.
- Candidates must submit evidence that they have passed  
the Communication and Literacy Skills portion of the  
Massachusetts Tests for Educator Licensure® (MTEL).
- Official transcripts of all undergraduate and graduate course  
work.

**Program Requirements**

- In consultation with an adviser, appropriate course work and  
activities must include the following:
- Candidates must complete SPED 202 or SPED 510 or an  
equivalent introductory class in special education.
  - Candidates must complete SPED 402 Children with Reading  
Disabilities or SPED 509 Teaching Reading to Learners with  
Reading Disabilities (or equivalent) prior to enrollment in  
SPED 524.
  - Candidates must have completed an appropriate develop-  
mental psychology course.



- Candidates must submit evidence that they have passed the General Curriculum MTEL® prior to the internship practicum experience.

Degree Requirement	Credits
GRPP 501 Graduate Program Planning .....	1

License Requirements	
SPED 508 Strategies for Diversity .....	3
SPED 517 Language Skills Special Needs Learners .....	3
SPED 530 Assessment Procedures in Special Education .....	3
SPED 575 Behavior Interventions in Special Education .....	3
SPED 524 Curriculum Development for Learners with Severe Disabilities I .....	3
SPED 525 Curriculum Development for Learners with Severe Disabilities II .....	3
SPED 593 Practicum: Severe Disabilities .....	6 or 12

Additional Degree Requirements	
EDMC 530 Teacher as Researcher .....	3
SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction .....	3
SPED 550 Seminar in Special Education .....	3
Total minimum credits: 34*	

Degree requirement includes a minimum of 34 approved graduate credits and the successful completion of the comprehensive examination.

- \* On a case-by-case basis, an individual course may be waived to bring the minimum number of credits to 31.

## MASTER OF EDUCATION IN SPECIAL EDUCATION (NON-LICENSURE)

This program is designed for students who wish to earn a master's degree in special education. This program does not lead to licensure.

### Admission Requirements

- Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits six that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the "School of Graduate Studies" section of this catalog.
- All candidates must submit evidence that they have passed the Communication and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL) or have earned an acceptable score on the Graduate Record Examination as a criterion for admission.
- Candidates must meet all School of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8.
- Official transcripts of all undergraduate and graduate course work

### Program Requirements

In consultation with an adviser, appropriate course work and activities must include the following.

Candidates must complete SPED 202 or SPED 510 or an equivalent introductory course in special education.

Degree Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

### Required Education Course

EDMC 530 The Teacher as Researcher .....	3
--	---

### Required Special Education Courses

SPED 501 Professional Practices in Special Education .....	3
SPED 504 Applied Curriculum Development for Learners with Special Needs PreK-8 .....	3
or	
SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12	
SPED 522 The Inclusion Classroom: Philosophy and Implementation .....	3
SPED 530 Assessment Procedures Special Education .....	3
SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction .....	3
SPED 575 Behavior Interventions in Special Education .....	3
SPED 550 Seminar in Special Education .....	3
SPED 555 Field Experience in Special Education (only for those without special education experience) .....	3

### Elective(s) as determined with an adviser

Suggested electives include, but are not limited to, the following:

SPED 508 Strategies for Diversity .....	3
SPED 517 Language Skills for Special Needs Learners .....	3
SPED 518 Reading Strategies in Special Education .....	3
SPED 520 Topics in Special Education .....	3
Total minimum credits: 34	

Degree requirements include a minimum of 31 approved graduate credits and successful completion of either written or oral comprehensive examination.





# Special Education and Communication Disorders

## MASTER OF EDUCATION IN SPECIAL EDUCATION – MODERATE DISABILITIES (PREK-8 OR 5-12) (PROFESSIONAL LICENSURE)

This program is a degree program for partial fulfillment of Massachusetts Department of Elementary and Secondary Education professional licensure requirements.

### Admission Requirements

- Candidates must meet all School of Graduate Studies admission requirements and have a minimum undergraduate GPA of 2.8.
- Candidates must submit evidence of Massachusetts Special Education Initial Teacher License.
- Official transcripts of all undergraduate and graduate course work.

### Program Requirements

In consultation with an adviser, undertake appropriate course work and activities.

Note: Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (six) that can be applied to their degree. Therefore, candidates are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the "School of Graduate Studies" section of this catalog.

Degree Requirements	Credits
GRPP 501 Graduate Program Planning .....	1

Professional Content Core .....	15
Appropriate content based course work as determined with an adviser; course work in reading and/or other areas within the arts and sciences.	

Professional Discipline Core	
EDMC 530 Teacher as Researcher .....	3
SPED 550 Seminar in Special Education .....	3
SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction .....	3
SPED 518 Advanced Reading Strategies in Special Education ....	3

Electives	
As determined with an adviser; suggested electives include, but are not limited to, the following .....	3
SPED 517 Language Skills for Special Needs Learners	
SPED 522 The Inclusion Classroom	

Total minimum credits: 31

Degree requirements include a minimum of 31 approved graduate credits and the successful completion of the comprehensive examination.

## COMMUNICATION DISORDERS CONCENTRATION

The graduate-level concentration in communication disorders is presently inactive. For further information, contact the communication disorders program coordinator.

## CONCENTRATION IN BILINGUAL SPECIAL EDUCATION

The concentration in bilingual special education is presently inactive. For further information, contact the special education program coordinator.



## ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses, is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing an actuarial career or a career in a related area.

	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
ACFI 200 Financial Accounting .....	3
ACFI 385 Managerial Finance .....	3
MATH 151 Calculus I .....	3
MATH 152 Calculus II .....	3
MATH 251 Calculus III .....	3
Choose one course from the following .....	3
ACFI 476 Insurance and Risk Management	
ACFI 490 Investments	
MATH 403 Probability Theory	

Note: Accounting and finance majors may *not* choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics majors may *not* choose MATH 403 to satisfy the minor requirements.

Total minimum credits: 21

For further information, interested students should contact Dr. Shannon Donovan of the Department of Accounting and Finance or Professor Richard Quindley of the Department of Mathematics and Computer Science.

## AMERICAN STUDIES MINOR

Designed to complement the student's major, this minor program examines the development of American society and culture from several perspectives. It features a study of the United States through a combination of relevant courses in a variety of academic areas: history, literature, art and architecture, philosophy, religion, political science and others. Through this interdisciplinary focus, the minor encourages an integrated and inclusive sense of the American experience.

The area around Bridgewater is rich in library and museum resources for American studies. In addition to the holdings of Boston-area colleges and universities, there are the collections of the Massachusetts Historical Society, the Pilgrim Museum, Plimouth Plantation, the Whaling Museum in New Bedford, Fuller Museum of Art, the Boston and Providence Athenaeums, the John Carter Brown Library and the Harris Collection at Brown University. Bridgewater itself has the Microbook Library of American Civilization and the PCMI humanities collection.

A student wishing to pursue a minor in American studies will ordinarily be assigned an adviser from the American Studies Committee, and will be expected to take the following sequence of courses in the sophomore, junior and senior years:

### Required Courses

INTD 220 Introduction to American Studies .....	3
INTD 420 American Studies Seminar .....	3

### Elective Courses

In consultation with an American studies adviser, the student will choose a group of at least four additional courses in fields related to the program. Most likely these courses will be spread over the junior and senior years. At least two of these additional courses must be chosen from disciplines outside the student's major .....

Total minimum credits: 18

For further information, interested students should contact the Department of English.

## ASIAN STUDIES MINOR

Credits

Choose any six of the following courses in at least two academic departments .....

ANTH 216 Peoples and Cultures of the Near East	18
ARTH 205 Asian Art Survey: India, China, and Japan	
ARTH 208 Survey of Islamic Art and Architecture	
COMM 365 Introduction to Intercultural Communication	
COMM 462 Patterns of Intercultural Communication	
ENGL 253 Non-Western Literature	
GEOG 374 Geography of the Middle East	
GEOG 375 Geography of South Asia	
GEOG 376 Geography of East Asia	
HIST 151 Asian Civilization	
HIST 473 Asian-American History	
HIST 474 Islamic Civilization to 1400	
HIST 475 The Modern Middle East	
HIST 480 History of Imperial China	
HIST 481 China under Communism	
HIST 482 History of Modern Japan	
HIST 483 South Asia: The Modern Period	
HIST 484 War and Revolution in Modern Asia	
LAAR 101 Elementary Arabic I	
LAAR 102 Elementary Arabic II	
LACH 101 Elementary Chinese I	
LACH 102 Elementary Chinese II	
LAJA 101 Elementary Japanese I	
LAJA 102 Elementary Japanese II	
LAJA 151 Intermediate Japanese	
LAJA 172 Business Japanese	
PHIL 212 Philosophies of India	
PHIL 213 Philosophies of China and Japan	
POLI 330 Asian Politics	
PSYC 200 Non-Western Theories of Personality	
SOCI 214 Middle Eastern Societies	
SOCI 217 East Asian Societies: China and Japan	
SOCI 218 Chinese Society and Culture	
THEA 222 Asian Theater	

\* First- and second-year seminars relating to Asia may be petitioned to be substituted for an Asian studies minor course. Study tours to Asia offered in history, art history, sociology,



# Interdisciplinary and Preprofessional Programs

theater, geography and management departments vary in special numbers. Courses taken from exchange institutions can be counted for up to half of the residency; for example, three out of six minor requirements.

Note: At least half of the minor (nine credits) must be completed at Bridgewater State College.

Total minimum credits: 18

For further information, contact Dr. Wing-kai To in the History Department.

## CANADIAN STUDIES MINOR

The minor has been developed as an area study in response to faculty, student and regional interest. The national origins of a large portion of the population of Southeastern Massachusetts reflect strong Canadian ties from both the French and English communities.

The program is designed to supplement and give a multi-cultural dimension to one's major by an in-depth study of our northern neighbor. The study is presented in the following academic areas: history, literature, geography, management, music, economics, sociology and political science.

Students may enter the Canadian studies minor during the sophomore or junior year and will be assigned an adviser in their major field, usually a member of the College Council for Canadian Studies.

	Credits
INTD 200 Introduction to Canadian Studies .....	3
Three courses with at least one from each area .....	9
A) Area of literature and history	
ENGL 251 Literary Themes: Canadian Literature and National Identity	
HIST 487 Canadian History to Confederation	
HIST 488 Canadian History since Confederation	
HIST 489 History of Canadian-American Relations	
HIST 494 Quebec and Canada since 1867	
B) Area of geography and political science	
GEOG 386 Geography of Canada	
POLI 370 Canadian Foreign Policy: Actors and Issues	
POLI 377 Canadian-American Political Relations	
Two electives, one from each of the following two groups	
A) One course selected from the following .....	3
ANTH 206 Native Cultures in North America	
ANTH 328 Archaeology of North America	
ARTH 135-136 Freshman Honors Colloquium (when Canadian art is included)	
CRJU 399 Special Topic in Criminal Justice: Youth Offenders – Canada/U.S.	
ENGL 251 Literary Themes: Canadian Literature and National Identity	
GEOG 386 Geography of Canada	
HIST 487 Canadian History to Confederation	
HIST 488 Canadian History since Confederation	
HIST 489 History of Canadian-American Relations	
HIST 491 Medicine and Society in the North Atlantic World	
HIST 494 Quebec and Canada since 1867	
LAFR 101 Elementary French I	

LAFR 102 Elementary French II	
SOCI 313 Family Violence (when Canada is included)	
B) One course selected from the following.....	3
BIOL 117 Biological Environment: Canada	
ECON 302 The Canadian Economy: A Comparative Approach	
ECON 321 International Economics (when Canada is included)	
PHED/INTD 236 Games and Sport of Arctic People	
POLI 370 Canadian Foreign Policy: Actors and Issues	
POLI 377 Canadian-American Political Relations	
POLI 386 Canadian Politics	

Total minimum credits: 18

Students in the minor are encouraged to have some familiarity with French.

For further details contact Dr. Anthony Cicerone of the Department of Economics, telephone 508.531.2421. Web site: [www.bridgew.edu/canada](http://www.bridgew.edu/canada)

## CHEMISTRY-GEOLOGY MAJOR

A major in chemistry-geology is offered jointly by the Department of Chemical Sciences and the Department of Earth Sciences. This program is designed to prepare students for graduate school and professional employment in geochemistry and geology. Careers in these fields may involve environmental consulting, petroleum, mineral and groundwater exploration or research in geochronology, mineralogy, crystallography and oceanography. This major is particularly suited to students interested in chemical or geological oceanography. The program is flexible in that it allows the student to specialize in a variety of areas by suitable choice of electives.

Chemistry-Geology Major (Leading to a BS in Chemistry and Geology)	Credits
CHEM 141 Chemical Principles I .....	4
CHEM 142 Chemical Principles II .....	4
EASC 100 Physical Geology.....	3
EASC 101 Historical Geology.....	4
EASC 260 Mineralogy .....	4
EASC 450 Geochemistry .....	4

Electives	
Two additional semesters of chemistry.....	6
Two semesters of physics .....	6
Two semesters of mathematics.....	6
In addition to the above electives: six hours of chemistry, earth sciences, mathematics and/or physics (courses must be approved by the student's adviser).....	6
Total minimum credits:	47

### Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include the core curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog and at the Core Curriculum Web site, [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum). For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.



# Interdisciplinary and Preprofessional Programs

The chemistry-geology major at Bridgewater State College is recognized by the New England Regional Student Program as an undergraduate four-year degree opportunity for residents of New England. Students who are legal residents of Connecticut, Maine, New Hampshire, Rhode Island or Vermont and are accepted for study in this major will pay the in-state tuition rate plus sur-charge tuition.

## CIVIC EDUCATION AND COMMUNITY LEADERSHIP MINOR

The civic education and community leadership minor consists of 21 credit hours of course work designed to: 1) provide students with an interdisciplinary curriculum that promotes leadership and community service; 2) build on the college's service-learning mission; and, 3) broaden campus efforts to build partnerships with local and state community organizations. The learning objectives associated with the minor include developing students' knowledge and understanding of civic leadership and community engagement, communication and advocacy, management and organizational behavior, local and regional affairs, economic development, politics and governance, and social justice and social change.

Because interdisciplinary perspectives are necessary to solve most public policy problems, 12 different disciplines across the campus – anthropology, communication studies, economics, English, geography, history, management, philosophy, psychology, political science, social work and sociology – offer courses in the program. Students completing this minor will be assigned a faculty adviser from one of these departments. For further information, interested students should contact the coordinator of the minor, Dr. George Serra, Director of the Department of Political Science's Center for Legislative Studies.

### Requirements of the minor Credits

#### Grade Requirement

In addition to the requirements listed below, a grade of "C" or above is required in all courses applied toward the minor.

#### Foundation course

It is recommended that students complete the foundation course before completing the other components of the minor.

	Credits
POLI 201 Citizenship and Community Leadership.....	3

#### Experiential and Service Learning Course..... 3

Any of the following courses will satisfy this requirement if: 1) a *substantial* portion of course content is related to issues pertaining to civic education and community leadership; *and* 2) the student has gained written approval from the chairperson of the department offering the course *and* the coordinator of the minor. Students should gain written approval prior to completing an experiential or service learning course to ensure that it will satisfy this requirement of the minor.

POLI 498, COMM 498, ECON 498, ENGL 498, GEOG 498, HIST 498, MGMT 498, PSYC 498, SCWK 498, SOCI 498  
or

Any course other than POLI 201 that contains a substantial service learning component. Students should consult with their faculty adviser for the minor to identify such courses.

### Area Requirements ..... 15

Students must take one course (three credits) from each of the following areas. A special topics course or a directed study offered by any of the departments listed below will satisfy an area requirements if 1) a significant portion of course content is related to the area requirement *and* 2) the student has gained prior approval from the chairperson of the department offering the course and the coordinator of the minor. Students should gain written approval prior to completing a special topics course or a directed study to ensure that it will satisfy this requirement of the minor.

In fulfilling the area requirements, students may not take more than two courses (six credits) from the same department, *and* at least three of the courses (nine credits) must be at the 300-400 level. No course can count toward satisfying one of the area requirements and the experiential and service-learning requirement listed above; students must choose whether they want a course to satisfy an area requirement *or* the experiential and service learning requirement.

#### Communication and Advocacy

COMM 226 Introduction to Public Relations  
COMM 360 Argumentation and Advocacy  
COMM 365 Introduction to Intercultural Communication  
ENGL 200 Personal and Public Writing  
ENGL 201 Technical Writing I  
ENGL 202 Business Communication  
ENGL 302 Technical Writing II  
ENGL 396 Rhetoric and Style

#### Leadership, Management and Organizations

ECON 375 Labor Economics  
ECON 430 Managerial Economics  
HIST 462 American Labor History  
MGMT 130 Principles of Management  
MGMT 140 Human Resources Management  
MGMT 303 Organizational Behavior  
MGMT 340 Contemporary Employee Relations  
MGMT 375 Personnel Development  
POLI 279 Introduction to Public Administration  
POLI 399 Collective Bargaining in the Public Sector  
POLI 495 Administrative Law and Regulation  
PSYC 313 Industrial and Organizational Psychology  
SOCI 332 Sociology of Organizations

#### Local and Regional Affairs

ANTH 426 Seminar: New England Ethnic and Regional Communities  
ECON 350 Urban Economic Problems and Policies  
GEOG 353 Urban Geography  
GEOG 462 Principles of Urban Planning  
GEOG 463 Applications in Urban Planning  
HIST 464 New England Textile Communities: Social and Economic History



# Interdisciplinary and Preprofessional Programs

- POLI 277 American Government: State and Local
- POLI 376 Urban Politics
- SOCI 206 Cities and People: Urban Sociology
- SOCI 426 Urban Enclaves
- Politics, Economics and Governance**
- ANTH 331 Political Anthropology
- ECON 101 Principles of Microeconomics
- ECON 102 Principles of Macroeconomics
- GEOG 350 Economic Geography
- GEOG 355 Political Geography
- GEOG 431 Environmental Regulations
- HIST 443 United States History: The Early National Period
- PHIL 222 Philosophy of Law
- POLI/ECON 340 Law and Economics
- POLI 341 Constitutional Law and Politics: The Powers of Government
- POLI 372 Legislative Process and Procedure
- POLI 375 American Political Parties and Interest Groups
- POLI 380 Public Opinion and Mass Political Behavior
- POLI 390 Public Finance
- POLI 391 The American Presidency
- POLI 479 Public Policy
- POLI 495 Administrative Law and Regulation
- Social Justice and Social Change**
- ANTH 115 Anthropology of Race, Class, and Gender
- ANTH 204 Global Human Issues
- ANTH 208 Anthropology of Women
- ANTH 305 Culture Change
- ANTH 319 Contemporary Native Americans
- ANTH 435 Seminar: Global Feminism
- GEOG 333 Geography of Environmental Justice
- HIST 453 United States History: Progressive Era
- HIST 465 African-American History
- HIST 466 Women in American History
- HIST 473 Asian-American History
- INTD 240 Critical Perspectives in Women's and Gender Studies
- PHIL 235 Human Rights and Human Liberties
- POLI 342 Constitutional Law and Politics: The First Amendment
- POLI 343 Constitutional Law and Politics: Liberty and Equality
- POLI 389 Racial Politics in the United States
- POLI 476 Women and Politics
- PSYC 310 Social Psychology
- SCWK 250 Introduction to Social Welfare
- SCWK 270 Social Work Issues of Diversity and Oppression
- SCWK 333 Social Work with the Aged and Their Families
- SCWK 350 Social Welfare Policy
- SCWK 415 Social Services in Alcohol and Substance Abuse
- SCWK 432 Social Work Practice with Communities and Organizations
- SOCI 103 Social Problems
- SOCI 104 Global Social Problems
- SOCI 207 Social Inequality
- SOCI 312 Discrimination and Prejudice
- SOCI 315 Race and Ethnicity in America
- SOCI 316 Social Movements

Total minimum credits: 21

## DANCE MINOR

The dance minor is an interdisciplinary program in the Departments of Theater and Dance and Movement Arts, Health Promotion and Leisure Studies. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Required Courses	Credits
THEA/PHED 155 Dance Practicum (two semesters)	2
THEA/PHED 251 Dance History	3
THEA/PHED 255 Creative Dance I	3
THEA/PHED 256 Creative Dance II	3
THEA/PHED 357 Dance Production Theory	2
THEA/PHED 358 Dance Production Techniques	1
PHED 154 Ballet	2

### Required courses

- Choose one..... 1
  - PHED 161 Folk Dance
  - PHED 164 Square Dance
  - PHED 168 Ballroom Dance
  - PHED 268 Ballroom Dance II – Theory, Practice and Performance
- Choose six credits from the following ..... 6
  - PHED 237 Theory and Practice of Jazz Dance, Fall
  - PHED 242 Theory and Practice of Ballet, Fall
  - PHED 245 Theory and Practice of Ballet, Spring
  - PHED 247 Theory and Practice of Jazz Dance, Spring
  - PHED 248 Theory and Practice of Modern Dance, Fall
  - PHED 249 Theory and Practice of Modern Dance, Spring
  - THEA/PHED 259 Dance Repertory
  - PHED 271 Theory and Practice of Tap Dance I
  - MUSC 160 Music :A Listening Approach is recommended but not required

Total minimum credits: 23

( All activity courses completed in this minor count toward the minimum 120 degree credits required for graduation.)

## ETHNIC STUDIES MINOR

Ethnic Studies is an interdisciplinary minor program addressing issues of racial and ethnic diversity in the United States. Courses are offered in the fields of literature, history, anthropology, sociology, social work, special education, among other disciplines. Focusing on both comparative and case studies of race and ethnicity, students examine issues of cultural identity from the perspectives of people of color and heritage cultures. By calling attention to discrimination, prejudice and other inequalities against racial and ethnic groups, this program seeks to contribute to the education of diversity and social justice in multicultural America.

Students choose six courses (18 credits), of which at least two courses (six credits) must be from Group A: Comparative Study of Race and Ethnicity, and at least two courses (six credits) from Group B: Study of Racial and Ethnic Groups. Students may also choose to focus on one of the following areas – Native American studies, African-American studies, Latino and American studies,



# Interdisciplinary and Preprofessional Programs

Asian-American studies, and Irish-American studies – by taking four courses (12 credits) in a specific area under Group B plus two courses (six credits) under Group A.

## Group A: Comparative Study of Race and Ethnicity

- ANTH 115 Anthropology of Race, Class, and Gender
- ANTH 315 Ethnic Experience in America
- ANTH 426 Seminar: New England Ethnic and Regional Communities
- COMM 300 Television, Minorities, and Cultural Diversity
- COMM 365 Introduction to Intercultural Communication
- CRJU 358 Race, Class, Crime and Justice
- ENGL 315 Ethnic American Literature
- HIST 461 American Immigration and Ethnicity
- LANG 300 Languages of the World
- SCWK 270 Social Work Issues of Diversity and Oppression
- SCWK 437 Social Work with Multicultural and Multiethnic Families
- SOCI 312 Discrimination and Prejudice
- SOCI 315 Race and Ethnicity in America
- SOCI 426 Urban Enclaves
- SPED 203 Cultural Diversity Issues in School and Society
- SPED 206 Special Education in a Diverse Society

## Group B: Study of Racial and Ethnic Groups

- **Native American Studies**
  - ANTH 120 First Nations: Global Indigenous People
  - ANTH 206 Native Cultures of North America
  - ANTH 319 Contemporary Native Americans
- **African Studies**
  - ARTH 207 Introduction to African Art
  - ARTH 217 African-American Art
  - ENGL 233 Introduction to the African-American Novel
  - ENGL 317 African-American Literature I
  - ENGL 318 African-American Literature II
  - GEOG 388 Geography of Africa
  - HIST 465 African-American History
  - MUSC 162 Music in African Culture
- **Latino and Latin American Studies**
  - ANTH 213 Latin American Peoples and Cultures
  - ANTH 215 The Caribbean
  - ANTH 409 Mesoamerican Societies and Cultures
  - ENGL 251 Literary Themes: Caribbean Literature
  - GEOG 381 Geography of Latin America
  - LASP 210 Latin American Poetry in Translation
  - LASP 220 The Contemporary Latin American Novel in English Translation
  - LASP 230 Contemporary Latin American Short Story in Translation
- **Asian-American Studies**
  - ENGL 315 Ethnic American Literature
  - HIST 151 Asian Civilization
  - HIST 473 Asian-American History
  - SOCI 217 East Asian Societies: China and Japan
  - THEA 222 Asian Theatre
- **Irish-American Studies**
  - ENGL 381 Irish Literature I
  - ENGL 382 Irish Literature II
  - INTD 216 Introduction to Irish-American Studies

INTD 416 Irish-American Seminar  
SOCI 225 The Irish-American Experience

Total minimum credits: 18

For further information, contact Dr. Wing-kai To in the Department of History.

## FORENSIC PSYCHOLOGY MINOR

Required Courses:	Credits
PSYC 269 Psychology of Criminal Behavior .....	3
PSYC 370 Abnormal Psychology .....	3
PSYC 474 Forensic Psychology .....	3
PSYC 494 Clinical Practicum: Forensic Psychology .....	3
SOCI 228 Criminology .....	3
Select one course from the following electives .....	3
CRJU/SOCI 255 Juvenile Delinquency	
SOCI 310 Women and Crime	
SOCI 313 Family Violence	
CRJU/SOCI 334 White Collar Crime	
CRJU 354 Corrections	

Note: Only two courses may be counted toward the minor that have already been counted toward the student's major.

## Course Sequence

PSYC 100 must be taken before any other PSYC course.  
PSYC 269 must be taken before PSYC 494.  
SOCI 328 must be taken before the SOCI elective is taken.

Total minimum credits: 18

For further information concerning the forensic psychology minor, contact Dr. Elizabeth Englander at [eenlander@bridgew.edu](mailto:eenlander@bridgew.edu) or 508.531.1385.

## HEALTH RESOURCES MANAGEMENT MINOR

Students from relevant liberal arts and other related programs may elect this minor to develop the skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication studies, management and other human service-oriented professions.

Required Courses	Credits
ACFI 100 Fundamentals of Financial Reporting .....	3
HEAL 102 Health and Wellness .....	3
HEAL/SCWK 403 Interdisciplinary Approaches to the Delivery of Health Services .....	3
HEAL 430 Epidemiology and Community Health .....	3
MGMT 130 Principles of Management .....	3
MGMT 140 Human Resources Management .....	3
Electives (choose one) .....	3
ACFI 200 Financial Accounting	
ACFI 385 Managerial Finance	
HEAL 401 Human Sexuality	
HEAL 405 Drugs in Society	
HEAL 471 Nutrition	
HEAL 477 Environmental and Consumer Health	



# Interdisciplinary and Preprofessional Programs

MGMT 200 Marketing Principles  
MGMT 375 Personnel Development  
Students interested in the health resources management minor should contact Dr. Lydia Burak in the Department of Movement Arts, Health Promotion and Leisure Studies.  
Total minimum credits: 21

## IRISH-AMERICAN STUDIES MINOR

The minor in Irish-American studies has been developed as an area of study in response to faculty, student and regional interest. The national origin of a large portion of the population of Southeastern Massachusetts reflects Irish and Irish-American ties.

The program has been developed in collaboration with Massasoit Community College (MCC) and is designed to provide opportunities to learn about Irish immigration to America and the Irish-American experience. The minor is an integrated program involving anthropology, art, history, literature, popular culture and sociology.

Students may pursue a minor in Irish-American Studies by taking a combination of 18 credit hours consisting of two required courses (six credit hours) and four elective courses (12 credit hours) selected from the courses listed below. Students may take one elective (with approval of the co-directors) at another institution (such as Boston College, University of Massachusetts-Boston or Stonehill College). At least nine credit hours must be taken at Bridgewater State College.

The minor also sponsors summer programs in Ireland.

Required Courses	Credits
INTD 216 Introduction to Irish-American Studies.....	3
Three of the following courses .....	9
ENGL 142 Irish-American Literature I (MCC)	
ENGL 143 Irish-American Literature II (MCC)	
ENGL 251 Literary Themes: Irish-American Literature	
HIST 221 Irish-American History Survey (MCC)	
ENGL 398 Film Study: Genres	
SOCI 225 Irish-American Experience	

**Electives**  
Choose two additional courses from above or from the lists below. No more than one course may be taken from each list below. .... 6

**Irish Content Courses**  
ENGL 381 Irish Literature I  
ENGL 382 Irish Literature II  
HIST 439 Topics: Ireland, 1798-1922  
HIST 211 History of Modern Ireland (MCC)  
ENGL 145 Seminar in Ireland: Irish life and Literature\* (MCC)

**General Framework Courses**  
ANTH/SOCI 315 Ethnic Experience in America  
ANTH 426 New England Ethnic and Regional Communities  
HIST 461 American Immigration and Ethnicity  
SOCI 312 Discrimination and Prejudice  
SOCI 426 Urban Enclaves

\* Note: two optional opportunities for travel to Ireland  
ENGL 145 Seminar in Ireland at University of Limerick (MCC)  
SOCI 399 Special Topics in Sociology: Out of Ireland – Understanding Three Centuries of Migration  
Total minimum credits: 18  
Students interested in the Irish-American studies minor should contact Dr. Walter Carroll of the Department of Sociology.

## LATIN AMERICAN AND CARIBBEAN STUDIES MINOR

The Latin American and Caribbean studies program at Bridgewater State College gives interested students the opportunity to use the analytical tools of various disciplines to learn about the societies of Middle America, South America, and the Caribbean, including the Latin American diaspora in the United States and elsewhere. Students from any discipline may choose a minor in Latin American and Caribbean studies. By allowing students to develop an understanding of a region that is adjacent to the United States and increasingly integrated politically, economically and culturally, this minor will enhance their academic and professional preparation.

Students seeking a minor in Latin American and Caribbean studies must complete 18 credits of courses in at least three disciplines from among the courses listed below. Students pursuing this minor are strongly encouraged to complete courses in Spanish, Portuguese or another language of the region, at least to the intermediate level.

- Anthropology**  
ANTH 213 Latin American Peoples and Cultures  
† ANTH 399 Special Topics in Anthropology
- Geography**  
GEOG 381 Geography of Latin America  
\*† GEOG 550 Contemporary Issues in Geography
- History**  
† HIST 439 Topics in Non-United States History  
HIST 477 Latin America: The Colonial Period  
HIST 478 Latin America: The National Period  
† HIST 495 Undergraduate History Colloquium  
\* HIST 560 Topical Seminar: Latin America

**Spanish**  
LASP 290 Spanish Phonetics and Dialectology  
LASP 310 Contemporary Latin American Short Story  
LASP 320 Latin American Poetry  
LASP 392 Spanish-American Civilization  
LASP 402 Survey of Spanish-American Literature  
LASP 403 Topics in Spanish-American Literature  
LASP 490 Seminar in Hispanic Literature  
LASP 495 Seminar in Spanish-American Literature

**Political Science**  
POLI 381 United States – Latin American Relations  
POLI 382 Latin American Government and Politics  
POLI 488 Politics and Development in the Third World



# Interdisciplinary and Preprofessional Programs

## Social Work

SCWK 270 Social Work Issues of Diversity and Oppression  
Total minimum credits: 18

† Special topics courses that can be included in the minor, depending upon the specific topic covered, with prior permission of the Latin American and Caribbean Studies Program Coordinator, Dr. Sanra Faiman-Silva, Department of Anthropology.

\* Formal application required. See "Graduate and Undergraduate Credit" in the "School of Graduate Studies" section of this catalog.

## MIDDLE EAST STUDIES MINOR

The Middle East Studies minor is an interdisciplinary minor encompassing six courses (18 credits). No more than two courses may be taken in one department. At least three courses (nine credits) must be taken at 300 level and above. Special topics courses can be included in the minor, depending upon the specific topic covered with relation to the Middle Eastern region.

### Grade Requirement

A grade of "C" or higher is required for all courses in the minor.

**Complete six courses (18 credits) from the following** ..... 18

- ANTH 216 People and Cultures of the Near East
- ANTH 340 Myths and Peoples of the Ancient Near East
- ARTH 208 Survey of Islamic Art and Architecture
- ARTH 211 Monuments as Cultural Symbols and Emblems of Power
- ARTH 311 Orientalism
- \*ARTH 414 Art History Study Tour (Turkey, Morocco)
- COMM 365 Introduction Intercultural Communication
- \*COMM 430 Topics in Film: Iranian Cinema
- COMM 462 Patterns of International Communication
- GEOG 374 Geography of the Middle East
- \*HIST 439 Topics in Non-United States History:  
The Islamic Religious Tradition
- HIST 474 Islamic Civilization to 1400
- HIST 475 The Modern Middle East
- \*HIST 495 Undergraduate History Colloquium:  
Islamic History
- LAAR 101 Elementary Arabic I
- LAAR 102 Elementary Arabic II
- POLI 385 Government and Politics in the Middle East
- SOCI 214 Middle Eastern Societies

\* Special topics and study tour courses may be included in the minor, depending upon the specific topic covered, with prior consent of the Middle East Studies minor coordinator.

Students interested in the Middle East Studies minor should contact Dr. Jabbar Al-Obaidi, Chairperson of Communication Studies.

Total minimum credits: 18

## OCEANOGRAPHY

Courses related to oceanography are offered as a cooperative effort of the Departments of Biological Sciences, Chemical Sciences, Earth Sciences and Physics. This emphasis is designed to prepare students for graduate studies in oceanography.

Most graduate schools of oceanography require an undergraduate major in biology, chemistry, earth sciences or physics. All students interested in an oceanography program should major in one of these disciplines. Graduate schools of oceanography expect students to include most of the following courses (or comparable ones) in their undergraduate programs: Calculus I and II, Chemical Principles I and II, Quantitative Analysis, General Physics I and II, Biology I, Biology II, Marine Biology, Physical Geology, Biological Oceanography and Physical Oceanography.

These courses, together with one of the majors indicated above, provide the basic foundation for further study in one of the four principal branches of oceanography: biological oceanography, chemical oceanography, geological oceanography and physical oceanography. A student who is interested in oceanography should consult both his/her major adviser and one of the oceanography advisers before registering for courses in his/her freshman year or as soon as possible thereafter. Oceanography advisers are: Dr. Peter Saccocia (Earth Sciences); Dr. Frank Gorga (Chemical Sciences); Dr. John Jahoda (Biological Sciences).

## PREMEDICAL, PREDENTAL, PREVETERINARY AND OTHER MEDICALLY ORIENTED PROFESSIONS

The Department of Biological Sciences can advise any college student interested in most of the medically oriented professions such as premedical, predental, preveterinary, physical therapy, osteopathic, chiropractic, podiatry and physician's assistant, as to recommended courses for each area, professional schools' requirements, how to apply and how to prepare for the MCAT, DAT, VCAT and GRE, where applicable. Pertinent information and guidance is available through the premedical adviser, Dr. Merideth Krevosky, in the Department of Biological Sciences.

## PRE-ENGINEERING

Preprofessional training for students planning to enter engineering schools is provided by Bridgewater State College.

Engineering schools expect prospective students to have demonstrated competency in areas such as mathematics, physics, chemistry and computer science.

Students who are interested in engineering should consult with Dr. Jeffrey Williams of the Department of Physics.

## PRELAW

Advising for students considering entering law school after graduation is provided by Bridgewater State College. Law schools are generally seeking students with strong academic liberal arts backgrounds who have demonstrated a high degree of competence in their ability to write with clarity, reason logically and analyze complex ideas. While law students come from a variety of majors, it is useful to have a balanced curriculum with some preparation in history, English, government and philosophy. Students interested in a legal career should consult with Dr. Mark Kemper of the Department of Political Science or Dr. Aeon Skoble of the Department of Philosophy.



# Interdisciplinary and Preprofessional Programs

## PUBLIC HISTORY MINOR

A program of courses offered by the Departments of Anthropology, History, Sociology and Criminal Justice to provide students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and in business. The program is designed to serve the Southeastern Massachusetts region. Students will choose courses from those listed below.

Required Courses	Credits
HIST 392 History Seminar .....	3
HIST 493 Museum Management: A Practicum .....	3
HIST 498 Internship in History .....	3
ANTH 103 Introduction to Archaeology .....	3
ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England .....	3
or ANTH 328 Archaeology of North America	
ANTH 410 Public Archaeology .....	3
<b>Electives (Choose one)</b> .....	3
HIST 440 Topics in United States History: Public History	
HIST 441 United States History: The Colonial Period 1607-1763	
HIST 461 American Immigration and Ethnicity	
HIST 464 New England Textile Communities: Social and Economic History	
POLI 277 American Government: State and Local	
SOCI 206 Cities and People: Urban Sociology	
SOCI 315 Race and Ethnicity in America	

Total minimum credits: 21

For further information students should contact Dr. Leonid Heretz, Chairperson, Department of History.

## PUBLIC RELATIONS MINOR

This public relations minor is offered as a cooperative effort of the Departments of Communication Studies, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

Required Courses	Credits
COMM 226 Introduction to Public Relations .....	3
COMM 391 Public Relations Practicum .....	3
MGMT 130 Principles of Management.....	3
MGMT 200 Marketing Principles (Prerequisite: MGMT 130 and ECON 101 or ECON 102 or consent of instructor).....	3
MGMT 424 Advertising .....	3

Elective Courses	Credits
Choose one.....	3
COMM 212 Announcing	
COMM 250 Public Speaking	
COMM 330 Business and Professional Communication	
Choose one.....	3
ECON 101 Principles of Microeconomics	
ENGL 202 Business Communication	

Total minimum credits: 21

Interested students should contact Dr. Thomas Mickey of the Department of Communication Studies.

## RUSSIAN AND EAST EUROPEAN STUDIES MINOR

The Russian and East European Studies is a multidisciplinary minor encompassing 18 credit hours to be selected from courses offered in the Departments of English, Foreign Languages, Geography, History, Political Science and Economics. The major purpose of this minor is to provide students with a deeper understanding of the Eastern European area (including Russia) and its culture.

Each student must achieve proficiency in the Russian language (up to the intermediate level), but only six credits can be applied to the area program or any other Slavic language. Each requirement can be met by College-Level Examination Program® (CLEP) examinations.

Three credits of each subject taken within the Slavic area studies can also be applied to student's major.

Students participating in the program are encouraged to go beyond the minimum requirements and take additional core curriculum requirement electives in this area. Additional courses can be taken with the approval of the Slavic Council at other Massachusetts State Colleges.

Each student who completes the program will be credited with a minor in the area, and in addition will receive "A Certificate of Completing Area Studies: Slavic."

Required Courses	Credits
LARU 151-152 Intermediate Russian I-II .....	6
HIST 436 History of East-Central Europe since 1918 .....	3
or HIST 435 History of the U.S.S.R.	
GEOG 380 Geography of Russia/C.I.S.....	3
ECON 320 Comparative Economics .....	3
POLI 275 Comparative Government.....	3

Total minimum credits: 18

For further details, contact the Department of History.

## URBAN AFFAIRS MINOR

The college offers a multidisciplinary minor in urban affairs under the auspices of the anthropology, geography, economics, history, political science, psychology and sociology and criminal justice departments. The primary purpose of this minor is to provide students with a broader understanding of and sensitivity to the complex problems facing the urban environment through the combined efforts of different disciplines at the college. The minor, through its internship program, is designed to provide students with an opportunity for direct contact and work in fields such as urban planning, urban government, social welfare, social psychology and urban education.

Some examples of internships, which are assigned according to the abilities, interests and background of the student and the current needs of the cooperating communities or agencies, are:

## INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.



# Interdisciplinary and Preprofessional Programs

## Department of Geography

City and regional planning; economic development, land use, environmental protection, transportation studies, cartography/drafting, business/bank locations and market studies.

## Department of History

Working with historical affairs commissions, assisting community organizations in oral history projects and writing about local history.

## School of Arts and Sciences

Working in human services agencies, survey research in public institutions, work in community organizations and voluntary agencies.

### Option A

Credits

Four out of the following six courses..... 12

- ANTH 306 Urban Anthropology
- ECON 350 Urban Economic Problems and Policies
- GEOG 353 Urban Geography
- POLI 376 Urban Politics
- PSYC 210 Applied Social Psychology
- SOCI 206 Cities and People: Urban Sociology

Internship: (six) credits (equal to eight weeks, full time or 16 weeks, half-time)..... 6

Total minimum credits (option A): 18

### Option B

Credits

Four out of the six courses listed under Option A..... 12

Two courses from the list below..... 6

- GEOG 354 Field Methods in Urban Geography
- HIST 462 American Labor History
- POLI 277 American Government: State and Local
- SOCI 312 Discrimination and Prejudice

\_\_\_\_ 499 Directed Study in individual participating departments

Total minimum credits (option B): 18

Courses taken to satisfy requirements of a major may not be counted in the minor. Students interested in this program are encouraged to take their general education electives in the area of minority studies.

Students interested in this program should contact:

- Department of Geography
- Professor Jean Stonehouse, Department of History

## WOMEN'S AND GENDER STUDIES MINOR

Women's and gender studies at Bridgewater State College was established in 1983, and is part of a rapidly growing course of study nationwide. Women's and gender studies is an interdisciplinary minor which combines the analytical tools of different disciplines such as anthropology, psychology, sociology, literature, history, philosophy, etc., when studying the world.

Women's and gender studies is dedicated to the study of women and gender. Gender is the idea of difference between the sexes, and all the assumptions, stereotypes and expectations that accompany these ideas. The minor looks at women and gender issues around the world, but since gender does not give a full understanding to women's lives, we consider other factors such as race, class, culture and sexuality. The minor combines these tools and areas of interest into what we call an "integrative analysis." The objective is to introduce students to analytical tools and basic approaches to the study of women in a variety of fields.

Students in the women's and gender studies have found that a minor in women's and gender studies enhances their major curriculum by broadening their lens of inquiry, encouraging them to ask new and meaningful questions about women and men, and seeing the world in a more meaningful way. Students of women's and gender studies go on to graduate school in women's and gender studies and in other disciplines, become teachers, librarians, attorneys, writers, reporters, labor organizers, social workers, counselors, ministers, performers, midwives, doctors and more.

### Women's and Gender Studies Minor

Students are required to take six women's and gender studies courses to complete the women's and gender studies minor, including the following.

Credits

WMST/INTD 240 – Critical Perspectives in Women's Studies .... 3

15 credits selected from the list below of approved women's and gender studies courses to include ..... 15

Six credits in literature, history, philosophy and/or the arts

Six credits in social sciences, behavioral sciences and/or natural sciences

Three credits of electives

NOTE: No more than two courses from the 15 credits may be taken in the same department.

### Anthropology

- ANTH 115 Anthropology of Race, Class and Gender
- ANTH 208 Anthropology of Women
- ANTH 314 Women in Myth and Lore
- ANTH 417 Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 435 Seminar: Global Feminism





# Interdisciplinary and Preprofessional Programs

## Art

ARTH 308 Women in the Visual Arts

## English

ENGL 327 Women Writers: The Female Tradition to 1900

ENGL 328 Women Writers: The Female Tradition Since 1900

\*Gender and Writing

## Foreign Language

\*Gender, Sexuality and Politics in Hispanic Cinema

## History

HIST 421 European Women's History: Medieval Renaissance and Reformation

HIST 466 Women in American History

## Interdisciplinary

WMST/SCWK 304 The Psychosocial Development of Women

\*Directed Study in Women's Studies

## Photography

ARTS 216 Photography I (Learning Community)

## Philosophy

PHIL 210 Liberation Ethics

PHIL 232 Philosophy and Feminist Thought

## Political Science

POLI 476 Women and Politics

## Sociology

SOCI 310 Women and Crime

SOCI 313 Family Violence

SOCI 330 Women's Roles: Sociology of Sex and Gender

\*Feminist Theory

## Movement Arts, Health Promotion and Leisure Studies

WMST/PHED 365 Women in Sports

\*Women's Health Issues

## Social Work

SCWK 270 Social Work Issues of Diversity and Oppression

\* NOTE: Certain titles are offered under departmental topics courses and may be applied to the required electives upon approval of the women's studies coordinator.

Total minimum credits: 18

For additional information about the women's and gender studies minor, contact Dr. Diana Fox, Department of Anthropology.

## WOMEN'S AND GENDER STUDIES GRADUATE CERTIFICATE PROGRAM

### Required Course

INTD 501 Contemporary Women's and Gender Studies

Seminar..... 3

Credits

## Electives

Choose four course (12 credits) from the following..... 12

ANTH 417 Seminar: She/He "Two Spirits": Gender Cross-culturally

ANTH 435 Seminar: Global Feminism

ANTH 515 CD ROM: Teaching in Diverse Classrooms

CNGC 529 Multicultural Counseling

CRJU 521 Domestic Violence

CRJU 522 Women and Criminal Justice

CRJU 546 Class, Race, Gender and Crime

CRJU 598 Internship in Criminal Justice

ENGL 503 Directed Study \* (maximum of 6.0 credits)

ENGL 511 Special Topics in Writing †

ENGL 580 Graduate Seminar in English Literature †

ENGL 590 Graduate Seminar in World Literature†

HEAL 525 Women's Health Issues

HIST 466 Women in American History

LASP 490 Seminar in Hispanic Literature †

LASP 520 Topics in Spanish-American Civilization †

LASP 521 Topics in Spanish Civilization†

MGMT 571 Organizational Culture and Work Force Diversity

PHED504 Nutrition for Sports, Exercise and Weight Control

POLI 501 Introduction to Public Institutions and Administration

POLI 503 Directed Study (maximum of 3.0 credits) \*

PSYC 503 Directed Study (maximum of 3.0 credits) \*

PSYC 508 Advanced Seminar †

PSYC 516 Multicultural Counseling

SCWK 500 Introduction to Social Welfare Policy: History, Programs and Issues

SCWK 502 Dynamics of Diversity and Oppression

SCWK 508 Introduction to Social Policy

SCWK 510 Human Behavior in the Social Environment I

SCWK 570 Integrative Seminar I

SCWK 580 Special Topics †

SOCI 503 Directed Study (maximum of 3.0 credits) \*

SOCI 516 Sociology of Sex and Gender

\*Limited to one three-credit Directed Study

†Credit earned will count toward the Women's and Gender Studies Graduate Certificate only if a significant portion of the course content or internship is related to women and gender studies. A determination as to whether the course or internship meets this requirement will be made by the program coordinator. If the program coordinator concludes that the course or internship is not sufficiently related to women and gender studies, then the course or internship will not satisfy this requirement of the Women's and Gender Studies Graduate Certificate.

NOTE: 400-level (U/G) courses are offered to graduate students who will complete them with additional assignments discussed with the professor, for graduate credit.

For additional information about the women's and gender studies certificate program, contact Dr. Diana Fox, Department of Anthropology.

Total minimum credits: 15

## INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda/](http://www.bridgew.edu/catalog/addenda/) as that information supersedes the published version of this catalog.



The course descriptions include all courses that are taught for academic credit at the college. They are arranged in alpha-numerical sequence by course subject code. At present, the majority of the 500-600 level courses are offered in the evening hours. Students should be aware that not all courses are offered in the evening.

Students who are only able to enroll in classes 4 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor. Students are urged to consult the Course Schedule each semester to determine when specific courses are offered.

## COURSE NUMBERING SYSTEM

100 - 299	Introductory courses or courses normally taken during the freshman and sophomore years.
300 - 399	Courses normally taken in the junior or senior years.
400 - 499	Courses normally taken by seniors; open to graduate students if so noted in course schedule.
500 - 699	Courses open only to graduate students.

## CORE CURRICULUM REQUIREMENT NOTATIONS

Courses designated as satisfying core curriculum requirements are noted as such in the course description by a code (i.e., CSOC equates to Social or Behavioral Science) as outlined in this section of the catalog. For a listing of core curriculum requirements and the academic categories under which they fall, please refer to the "Undergraduate Academic Programs" section of this catalog.

## PREREQUISITE NOTATIONS

Prerequisites, if any, are indicated in the course description. Students must have the necessary prerequisite for each course. Prerequisites are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and in some cases course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain all required signatures.

## SEMESTER NOTATIONS

In some course descriptions, a semester designation indicating when the course can normally be expected to be offered is noted. This information is provided to assist students and their advisers in planning their programs. Please note, however, that all course listings published are subject to change, and that the college reserves the right to cancel courses or sections with inadequate enrollment.

## FORMER COURSE NUMBER NOTATIONS

Some courses have had a recent change in their course number. The former number is noted in the course description. Credit will not be given for a course repeated under a different number.

## CROSS-LISTED COURSES

In some cases, a course in one discipline may be cross-listed with another course in a different discipline. Course descriptions will be listed under each course prefix in the appropriate discipline. For example, ECON/POLI 340 Law and Economics will be listed under ECON (Economics) and POLI (Political Science). Students may enroll in such courses under either discipline, but not both.

## MEETING TIMES

Courses offered during evening hours normally meet once a week for a full semester or a quarter. Unless specified otherwise, day session courses meet for three 50-minute periods or two 75-minute periods per week for one semester. Departures from this rule, such as laboratory and studio periods and quarter courses, are indicated in the course description and in the schedule of courses.



## Core Curriculum Course Notations

Courses that satisfy the BSC core curriculum requirements are designated in the course description by one or more of the codes listed below.

**CODE**                      **REQUIREMENT(S) WHICH THE COURSE SATISFIES**

### Core Skills Requirements

CWRI	Writing I
CWR2	Writing II
CLOR	Foundations of Logical Reasoning
CMAR	Foundations of Mathematical Reasoning
CSPK	Spoken Communication

### Core Distribution Requirements

CFPA	Fine and Performing Arts
CHUM	Humanities
CNSL	Natural Sciences-Laboratory
CNSN	Natural Sciences-Non Laboratory
CSOC	Social and Behavioral Sciences

### Additional Distribution Requirements

CWRT	Writing Intensive
CSPI	Speaking Intensive
CGCL	Global Culture
CMCL	Multiculturalism
CQUR	Application of Quantitative Skills
CUSC	United States and Massachusetts Constitutions

### Seminars

CFYS	First Year Seminar
CSYS	Second Year Seminar

### Upper-level writing-intensive course in the major

CWRM	Upper-level writing-intensive course in the major
------	---



## Course Subject Code Key

Accounting and Finance	ACFI	Health	HEAL
Anthropology	ANTH	High School Education	EDHM, HSED
Arabic	LAAR	History	HIST
Art	ARTH, ARTS		
Athletic Training	ATTR	Information Systems	COMP, MGMT
Aviation Science	AVSC	Instructional Technology	INST
		Interdisciplinary	INTD, NSCI, WMST
Biology	BIOE, BIOF, BIOL	Italian	LAIT
Business	ACFI, MGMT	Japanese	LAJA
Cape Verdean Creole	LACV	Library	LIBR
Chemistry	CHEM		
Chinese	LACH		
Coaching	PHED	Management	MGMT
Communications	COMM	Marketing	MGMT
Communication Disorders	COMD	Mathematics	MATC, MATH
Computer Science	COMF, COMP	Media	MEDI
Counseling (see Mental Health Counseling, Student Affairs Counseling, School Counseling)	CNGC, CNMH, CNSA, CNSG	Mental Health Counseling	CNMH, CNGC
Criminal Justice	CRJU	Middle School Education	EDHM, MSED
		Music	MUSC
Dance	THEA, PHED	Natural Sciences	NSCI
Early Childhood	ECED, ECPK	Philosophy PHIL	
Earth Sciences	EASC	Physical Education	PHED
Economics	ECON	Physical Geography	GEOG
Education (Master's Core)	EDMC	Physical Science	PHSC
Education (High School, Middle School, PreK-12)	EDHM, HSED, MSED	Physics	PHYS
Educational Leadership	EDLE	Political Science	POLI
Elementary Education	ELED	Portuguese	LAPO
English	ENGL	Psychology	PSYC
English as a Second Language	ENSL		
Exercise Science/Health Fitness	PHED	Reading	READ
		Recreation	RECR
Finance	ACFI	Russian	LARU
Foreign Languages (also see individual language)	LANG		
French	LAFR	School Administration	EDLE
Freshman Skills	FRSK	School Counseling	CNSG, CNGC
		Secondary Education (See HSED, MSED, EDHM)	
General Counseling	CNGC	Social Work	SCWK
General Science	GSCI	Sociology	SOCI
Geography	GEOG	Spanish	LASP
German	LAGE	Special Education	SPED
Graduate Program Planning	GRPP	Speech Communication	COMM
		Student Affairs Counseling	CNSA, CNGC
		Theater Arts	THEA
		Women's and Gender Studies	WMST



## ACCOUNTING AND FINANCE (ACFI)

### ACFI 100 Fundamentals of Financial Reporting (3 credits)

This course provides a general introduction to financial reporting issues. The topics covered will be an introduction to the basic financial statements: income statement, balance sheet and the cash statement. It will also cover internal control, ratio analysis and the financial reporting of accounts receivable, inventory, long-term assets, liabilities and stockholders' equity. (CQUR)

### ACFI 150 Personal Finance (3 credits)

This course examines a range of alternative investments with regard to risk and liquidity. It analyzes and compares such investments as real estate, business ownership, securities and other investment types, considering the effects of taxation and inflation. (CQUR)

### ACFI 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### ACFI 200 Financial Accounting (3 credits)

*Prerequisite: ACFI 100*

This course will develop the student's knowledge of both the preparation and use of financial statements as they relate to the fields of accounting and finance. Course coverage will include in-depth review of the accounting cycle, concentrating on the adjustment process and the articulation and preparation of the financial statements. The course will place emphasis on accounts receivable, inventory and cost of goods sold, property, plant and equipment, debt, equity and financial ratios and techniques to interpret the quality of earnings of publicly-held corporations. (CQUR)

### ACFI 240 Principles of Accounting I (3 credits)

This course involves the preparation and analysis of accounting statements. Areas covered in detail include cash, receivables, merchandise accounting, internal control, inventory valuation and corporate financial reporting. *Either semester* (CQUR)

### ACFI 241 Principles of Accounting II (3 credits)

*Prerequisite: ACFI 240*

This course is a continuation of Accounting I. Areas covered include operating assets, property plant and equipment, current liabilities, long term liabilities, stockholder's equity and financial statement analysis. *Either semester* (CQUR)

### ACFI 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ACFI 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ACFI 305 Business Law I (3 credits)

The course is a study of the law and the judicial process including tort law, criminal law, agency law, administrative law and constitutional law. The course emphasizes the common law of contracts. *Either semester* (CUSC)



## **ACFI 340 Intermediate Accounting I (3 credits)**

*Prerequisite:* ACFI 241

This course develops an understanding of generally accepted accounting principles, the conceptual framework and accounting information systems. Financial statements, cash, temporary investments, receivables and inventories are studied in depth.  
*Fall semester (CQUR)*

## **ACFI 341 Intermediate Accounting II (3 credits)**

*Prerequisite:* ACFI 340

This course is a continuation of ACFI 340. Topics covered include a continuation of inventory valuation, the acquisition, use and retirement of fixed assets, intangible assets, current and long-term liabilities, retained earnings and capital stock.  
*Spring semester (CQUR)*

## **ACFI 350 Managerial Accounting (3 credits)**

*Prerequisite:* ACFI 241

A study of management's use of accounting information to make decisions related to planning, controlling and evaluating the organization's operations. The behavior and management costs, as well as techniques used to evaluate and control results of operations, are discussed. Topics include cost terminology, cost behavior, cost-volume-profit analysis, job order costing, activity-based costing, segment reporting, budgeting, standards, performance measures and variance analysis, evaluation of decentralized operations and differential analysis techniques. This course is presented from the perspective of the user of accounting information rather than the preparer of such information. Analytical problem-solving techniques and the use of electronic spreadsheets will be utilized as decision-making tools. *Either semester (CQUR)*

## **ACFI 385 Managerial Finance (3 credits)**

*Prerequisite:* ACFI 241

Provides understanding of the finance function and the responsibilities of the financial manager. Develops concepts and tools for use in effective financial decision-making and problem-solving. Covers ratio analysis, funds, flow, forecasting, current assets management, budgeting, credit services, formation and cost of capital and impact of operating and financial leverages.  
*Either semester (CQUR)*

## **ACFI 400-401 Honors Tutorial (3 credits each semester)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

Special topics in accounting and finance. Three hourly meetings weekly. *ACFI 400 Fall semester, ACFI 401 Spring semester*

## **ACFI 402 Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

## **ACFI 406 Business Law II (3 creditst)**

*Prerequisite:* ACFI 305

A study of the basic legal principles encountered in the various forms of business organizations and the study of the Uniform Commercial Code chapters on Sales, Commercial Paper, Bank Deposits and Collections and Secured Transactions.  
*Spring semester*

## **ACFI 430 Cost Accounting I (3 creditst)**

*Prerequisite:* ACFI 340

Basic cost concepts and cost procedures for manufacturing enterprises are studied. Job order product costing is emphasized. Topics include manufacturing cost-flow concepts, procedure and controls, factory and departmental burden rates and inventory-costing methods. *Spring semester*

## **ACFI 445 Auditing (3 creditst)**

*Prerequisite:* ACFI 341; or may be taken concurrently with ACFI 341 with consent of instructor

The qualifications and professional code of conduct of the auditor are discussed. Attention is then focused upon auditing procedures, including the preparation of audit working papers and other steps required in the course of an audit.  
*Spring semester*

## **ACFI 455 International Finance (3 creditst)**

*Prerequisite:* ACFI 385

This course surveys the financial management of multinational corporations. After reviewing foreign exchange rate determinations, it then covers such timely topics as exchange risks, hedging, interest rate arbitrage, insurance and guarantee programs and international capital markets. Analysis is made of multinational capital budgeting techniques, the cost of capital and working capital management in a multinational corporate setting. *Fall semester*

## **ACFI 460 Advanced Accounting I (3 creditst)**

*Prerequisite:* ACFI 341

This course covers accounting for investments, business combinations, segmental reporting of business entities and not for profit and government accounting. *Fall semester*

## **ACFI 465 Options and Futures Markets (3 creditst)**

*Prerequisite:* ACFI 385 and ACFI 490

This course familiarizes the student with two little-known but potentially titanic markets in the securities industry. Both options and futures are the wave of things to come. The course begins with a historical account of the origins of the two markets and then an examination of the mechanisms of both markets. Much time is spent on hedging techniques and on the application of futures contracts to the food industries and to banking and life insurance. *Spring semester*

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



## **ACFI 466 Federal Income Taxation I (3 creditst)**

Provides background in Federal Income Tax Law and the regulations of the Treasury Department. Deals primarily with the basic philosophy of taxation, taxable income, allowable deductions and gains and losses in sales and exchanges of property for the individual taxpayer. Emphasizes the development of the ability to utilize various references in dealing with tax problems.

Discusses tax planning. *Fall semester*

## **ACFI 467 Advanced Taxation (3 credits)**

*Prerequisite: ACFI 466*

This course examines in greater depth federal income tax law and regulations applicable to partnerships, corporations and fiduciaries. The course also covers federal gift and estate tax principles, reorganizations, personal holding companies and the accumulated earnings tax. The course emphasizes tax planning, including timing of transactions, appropriate forms of transactions, election of methods when alternative methods are made available under the law and other lawful means to minimize the impact of taxation. Procedures in the settlement of tax controversies are included.

## **ACFI 470 Accounting Information Systems (3 creditst)**

*Prerequisite: ACFI 241 and COMP 105*

This course integrates accounting processes and procedures as they relate to the total information system. Students study the design and implementation of accounting-related information systems. Topics include internal control, design of flowcharts, data flow diagrams, computerized financial reporting and the impact of the accounting function on various elements of the organization. It covers the purchase decision for hardware and software and related accounting considerations. Exposure to the latest accounting software packages will be presented.

## **ACFI 476 Insurance and Risk Management (3 creditst)**

*Prerequisite: ACFI 385*

This course is designed to provide an understanding of the fundamental concepts of risk management in the areas of employee benefit programs, property damage and liability exposures and other business needs for insurance. The course will also provide an overview of the risk-bearing industry, its function and importance and its relevance in today's business markets. Emphasis will be on the insurance contracts themselves and the rating plans available. *Fall semester*

## **ACFI 480 Special Topics in Accounting (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in accounting will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with consent of the department chairperson.

## **ACFI 481 Special Topics in Finance (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in finance will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with consent of the department chairperson.

## **ACFI 485 Capital Budgeting (3 creditst)**

*Prerequisite: ACFI 385*

This course explores the decision processes involved in the securing of long-term physical corporate assets, or in committed long-term intangible assets, including spreadsheet analysis of cash flows, tax implications, decision-making criteria, risk analysis and the computation of cost of capital. *Spring semester*

## **ACFI 486 Real Estate Investment and Finance (3 creditst)**

*Prerequisite: ACFI 385*

This course is designed to provide a comprehensive overview of the subject of real estate finance, including such topics as valuation and appraisal, market analysis, mortgages, inflation effect on real estate markets, taxes and legal considerations. This course will emphasize the fundamental theories that lead to current practice in today's market conditions and is designed for those finance majors interested in pursuing careers in real estate management, as well as those interested in broadening their understanding of this investment option. *Fall semester*

## **ACFI 490 Investments (3 creditst)**

*Prerequisite: ACFI 385*

Provides an understanding of the methods and techniques utilized in analyzing various securities for investment purposes. The importance of the business cycle, economy and regulation is also addressed. *Spring semester*

## **ACFI 491 Mutual Funds Management (3 creditst)**

*Prerequisite: ACFI 385 or ACFI 505*

This course is an in-depth study of the mutual fund industry. A study of mutual funds involves an understanding of the investment process, fund management, promotion and pricing strategies. This course covers the history, the current players and the future challenges of the mutual fund industry.

## **ACFI 492 Intermediate Accounting III (3 creditst)**

*Prerequisite: ACFI 341*

This course is a continuation of ACFI 341. Topics covered include revenue recognition, income taxes, pensions, leases and financial reporting. Financial reporting will focus on accounting changes, disclosure requirements and the statement of cash flows.

*Fall Semester*

## **ACFI 498 Internship in Accounting (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a (P) Pass/(N) No Pass basis.

*Either semester*

*† May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ACFI 499 Directed Study in Accounting (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## **ACFI 505 Accounting and Finance for Managers (3 credits)**

This course presents the fundamentals of accounting and finance for graduate students who have not previously studied these subjects or who need a review of them. Credit cannot be applied toward a graduate degree program.

## **ACFI 545 Auditing (3 credits)**

*Prerequisite: ACFI 341*

The qualifications and professional code of conduct of the auditor are discussed. Attention is focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit. *Spring semester*

## **ACFI 560 Advanced Accounting (3 credits)**

*Prerequisite: ACFI 341*

This course covers accounting for investments, business combinations, segmental reporting of business entities and not-for-profit and government accounting. *Fall semester*

## **ACFI 567 Advanced Taxation (3 credits)**

*Prerequisite: ACFI 466*

This course examines in greater depth federal income tax law and regulations, with emphases on topics applicable to partnerships, corporations, "S" corporations and fiduciaries. Also covered are federal gift and estate tax principles, liquidations and reorganizations. Tax planning and tax research are emphasized, including timing of transactions, appropriate forms of structuring transactions, election of alternative methods and other lawful means to minimize the impact of taxation.

## **ACFI 580 Special Topics in Accounting (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in accounting will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with consent of the department chairperson.

## **ACFI 581 Special Topics in Finance (3 credits)**

*Prerequisite: The course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in finance will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with consent of the department chairperson.

## **ACFI 593 Financial Statement Analysis and Disclosure (3 credits)**

*Prerequisite: ACFI 385 or ACFI 505*

This course covers current techniques and applications of financial statement analysis; exposes students to the contemporary financial reporting environment and current reporting practices of companies; analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports and related disclosure issues.

## **ACFI 595 Accounting Seminar (Capstone 3 credits)**

*Prerequisite: ACFI 341 and completion of 18 credits of graduate course work*

This capstone course develops an integrated understanding of generally accepted accounting principles along with the underlying concepts of accounting conventions. Emphasis is placed on current developments, recent FASB pronouncements, and the role of the Securities Exchange Commission. Guest speakers augment student presentations and seminar discussions.

## **Other Approved Courses**

ACFI 399 Special Topics in Accounting/Finance

ACFI 431 Cost Accounting II

ACFI 510 Accounting for School Business Managers

ACFI 511 Principles of Finance for School Business Administration

ACFI 531 Cost Accounting II

# ANTHROPOLOGY (ANTH)

## **ANTH 100 Introduction to Cultural Anthropology (3 credits)**

This course introduces basic anthropological concepts and methods of cultural analysis. The problems of ethnocentricity and human cultural variability in human societies of different times and places will be studied. *Either semester* (CGCL; CMCL; CSOC)

## **ANTH 101 Biological Anthropology (3 credits)**

This course covers the following areas: divisions of anthropology, theories and principles of evolution, primate and hominid evolution and behavior, origins of hominid physical and cultural development and concepts of racial variation. *Either semester* (CSOC)

## **ANTH 103 Introduction to Archaeology (3 credits)**

This course examines research methods, systems of data recording, and analysis and reconstruction of cultural lifeways of past cultures. The conceptual bases of the study of the past are explored through material culture. *Either semester* (Formerly ANTH 302) (CSOC)

## **ANTH 110 Introduction to Folklore (3 credits)**

This course explores the meanings and subdivisions of folklore: myth, folktale, proverb, riddles and folklife. It covers the analysis of story elements, major folklore areas and the role of folklore and folklife in society and culture. *Either semester* (CGCL; CMCL; CSOC; CWRT)



## **ANTH 111 Myth and Culture (3 credits)**

This course introduces the cross-cultural approach to world mythology. Myths of our own and other cultures will be analyzed using several theoretical approaches. Myth will be examined as a fundamental human function, necessary for the well-being of cultures. *Fall semester* (CGCL; CSOC; CWRT)

## **ANTH 115 Anthropology of Race, Class, and Gender (3 credits)**

This course will introduce students to how concepts of race, class, and gender have been constructed cross-culturally. Students will use cross-cultural ethnographic examples from egalitarian, ranked, and stratified societies to examine how systems of social inequality based on race, class, and gender are created and maintained; how these social categories are used to promote group loyalties and allegiances; and how global community building can occur across social divides of gender, social class, race, ethnicity and/or nationhood. *Either semester* (CMCL; CSOC)

## **ANTH 120 First Nations: Global Indigenous People (3 credits)**

This course will introduce students to First Nations or indigenous people globally. Students will investigate prehistoric and contemporary native indigenous ways of life, using examples from Native North and South America, Australia, Africa and the Pacific Islands, among others. Students will investigate issues of indigenous cultural survival, the current political and economic status of indigenous communities, issues of self-determination, global human rights and pan-tribalism. *Spring semester* (CGCL; CSOC)

## **ANTH 130 Introduction to Primates (3 credits)**

This course will provide an introduction to the variation of modern nonhuman primates — monkeys, apes and prosimians. We will examine the social behavior of these animals, drawing links to human behavior that will allow us to see where there are similarities and in what ways humans are unique. The origins of cultural behavior, along with diet and morphology, will be explored within an ecological context. The nature of learned behavior, dependence on social relationships for survival, competition for resources and the importance of cultural understanding to achieve goals will be major themes. Evolutionary theory and conservation will provide much of the framework for our studies. *Spring semester* (CSOC)

## **ANTH 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the

core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **ANTH 204 Global Human Issues (3 credits)**

This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short-versus long-term planning and cooperation versus competition. *Either semester* (Formerly ANTH 104) (CGCL; CMCL; CSOC)

## **ANTH 206 Native Cultures of North America (3 credits)**

This cross-cultural course studies the tribal cultures of the United States, Canada and Mexico. Emphasis will be placed on developing an understanding of Native American cultural systems in their traditional settings and on the current status of Native American interaction with government policies and attitudes. *Either semester* (CGCL; CMCL; CSOC)

## **ANTH 208 Anthropology of Women (3 credits)**

This course will investigate the relative status of women cross-culturally in a range of non-Western settings, including hunter-gatherer bands, horticultural societies, peasantry, nomadic pastoralists and contemporary industrial societies. Women will be examined as they relate to economic resources, political power and authority, kin and non-kin and in religion, myth and lore. Students will analyze conceptually and through cross-cultural data what is meant by sex roles, how they vary cross-culturally and how they are negotiated and maintained. *Either semester* (CGCL; CMCL; CSOC)

## **ANTH 209 Peoples and Cultures of Africa (3 credits)**

A survey of the multiplicity of ways in which contemporary societies, rural and urban, arrange their ways of life in a rapidly changing Africa. *Once yearly* (CGCL; CMCL; CSOC)

## **ANTH 213 Latin American Peoples and Cultures (3 credits)**

This course will investigate the culture, history and development of selected Latin American regions and their contemporary relations with the United States. Mexico/Guatemala and Central and South America will be studied by means of ethnographic and cross-cultural documents of the past and present which reveal changing conditions of society, land ownership, ethnicity and political allegiance. *Either semester* (CGCL; CMCL; CSOC)

## **ANTH 215 The Caribbean (3 credits)**

This course examines the creation of Caribbean cultures and societies over 500 years of European conquest and colonization, the impact of the slave trade, emancipation, independence movements and postcolonial state formation. The course explores everyday life in contemporary Caribbean societies considering the intersections of nationality, class, ethnicity, race, gender and religion on the formation of diverse and complex cultures. *Fall semester* (CGCL; CMCL; CSOC; CWRT)



## **ANTH 216 Peoples and Cultures of the Near East (3 credits)**

The Near East was the cradle of the world's earliest civilizations, and has made immense contributions to the development of agriculture, pastoralism, urbanization, and organized religion. Today it remains an extraordinarily important and volatile cross-roads for world culture. The course will examine both ancient and modern cultures within this diverse region from a cross-cultural perspective. The study will include kinship patterns, social organization, political structures, subsistence strategies and belief systems. The course will pay particular attention to the role of modern peoples in shaping the world stage, both in reaction to and in harmony with the introduction of Western ideologies and economics. (CGCL; CMCL; CSOC; CSPI)

## **ANTH 224 Anthropology of South Asia (3 credits)**

Anthropology of South Asia is a general introductory course that is designed for both anthropology majors and non-majors. This course introduces students to the physical geography of South Asia, and explores the various key aspects of South Asian traditional culture, social systems and transformations, including the Diaspora, and the spread of popular culture outside South Asia. (CGCL; CSOC)

## **ANTH 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ANTH 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and tech-

nology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England (3-6 credits)**

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work, covering topics such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples. *Offered every summer. This course may be repeated up to nine credits (Formerly ANTH 403)*

## **ANTH 305 Culture Change (3 credits)**

*Prerequisite:* ANTH 100 or ANTH 101 or ANTH 103 or consent of instructor

This course focuses on the processes of culture change, intentioned and unintentioned, internal and external. It will explore reaction strategies of cultures toward imminent change. The course concludes with a consideration of how models can be applied to producing non-destructive, non-exploitative culture change. *Offered once every three years (Formerly ANTH 205) (CGCL; CSOC; CWRT)*

## **ANTH 306 Urban Anthropology (3 credits)**

*Prerequisite:* ANTH 100 or consent of instructor

This course will acquaint students with the anthropological study of cities and city life. Students will review recent anthropological studies of the urban environment using cross-cultural and historic data. (CMCL; CSOC)

## **ANTH 307 Anthropology of Religion (3 credits)**

*Prerequisite:* ANTH 100 or ANTH 111 or consent of instructor

The origins and development of religion in society; myth, ritual, magic and religious specialists: Australian, African and American Indian. *Offered alternate years, fall semester (CGCL; CSOC; CWRT)*

## **ANTH 308 Anthropology of Education (3 credits)**

*Prerequisite:* ANTH 100 or consent of instructor

This course introduces students to anthropological approaches to analyzing and understanding learning, schools and education systems cross-culturally. Students investigate schools as agents of child socialization and enculturation; compare U.S. schools, education systems, and school cultures to learning, schools and education in other societies; and examine how educational institutions relate to other aspects of culture. Cross-cultural data include indigenous and contemporary Native North America, Africa, Japan, Germany and other settings globally. *Offered alternate years (Formerly ANTH 415) (CGCL; CMCL; CSOC)*



## **ANTH 309 Anthropology of Art (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or consent of instructor*

This course investigates the forms, functions, meanings and aesthetics of art cross-culturally. It will be critical of the modern western concept of "art for art's sake" and discuss ways that socio-cultural, political and economic factors frame the contexts and dynamics of art production across the world. The role of artists in society and aesthetic creativity will also be examined from a cross-cultural perspective. Discussion begins with the arts of "traditional" societies drawing from examples from Africa, Oceania, Asia and the Americas. The course will then examine how these arts have been impacted by colonialism, capitalism and the emergence of new nation-states. Topics include: ethnic, tourist and national arts, culture revitalization, issues of authenticity and the emergence of a global art world with its power relations. *Offered every three years (CGCL; CSOC)*

## **ANTH 314 Women in Myth and Lore (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or INTD 230 or consent of instructor*

This course will investigate females and the feminine in mythologies and folklore traditions cross-culturally. Native indigenous (African, Australian, South Pacific, Native American), classical (Greek, Egyptian, Roman) and Judeo-Christian mythologies will be analyzed, compared and contrasted. Students will explore mythology and story-telling traditions as they pertain to women and gender cross-culturally. *Offered every other semester (CGCL; CSOC)*

## **ANTH 315 Ethnic Experience in America (3 credits)**

*Prerequisite: ANTH 100 or SOCI 102 or consent of instructor*

This course considers the role of ethnic background in personal and social relationships. The varying interpretations of ethnic culture—its formation and growth in America—are examined while each student looks into his or her personal heritage and the role of tradition in contemporary life. *Either semester (CMCL; CSOC)*

## **ANTH 319 Contemporary Native Americans (3 credits)**

*Prerequisite: ANTH 100 or ANTH 206 or consent of instructor*

This course will explore the problems faced by native or indigenous peoples in the United States today. It will focus on issues of land, tribal recognition, poverty, treatment by government agencies and multi-national corporations and ethnic discrimination. It will also address the ongoing changes in native responses including the American Indian Movement, the revival of native spiritual life and the problem/opportunity of casino gambling. *Offered alternate years (CGCL; CMCL; CSOC)*

## **ANTH 322 War, Peace and Culture (3 credits)**

*Prerequisite: Any 100- or 200-level anthropology course or consent of instructor*

This course proceeds from the premise that while conflict of some sort is inevitable within and among human cultures, war is not. By investigating sources of conflict violence and conflict resolution strategies in a variety of cultures, the course creates an opportunity to study war, violence and conflict cross-culturally – and the possibilities of peace. *Offered alternate years, spring semester (CGCL; CMCL; CSOC)*

## **ANTH 328 Archaeology of North America (3 credits)**

*Prerequisite: ANTH 103 or consent of instructor*

The development of prehistoric and proto-historic Native American cultures. Cultural dynamics of hunting-gathering and maize agriculture. Theories of the peopling of the continent will be evaluated. *Offered alternate years, fall semester (CGCL; CSOC)*

## **ANTH 330 Medical Anthropology (3 credits)**

*Prerequisite: Any 100- or 200-level anthropology course or consent of instructor*

The course concentrates on health, illness and healing in cross-cultural perspective. It will examine ways in which culture mediates ideas of physical well-being, and will be aimed at dispelling belief in the absolute truth of medical dogma, teaching students to think outside their own cultural biases. It begins with a consideration of body image in a range of different cultures and then proceeds to the varying rationales for normal function and for dysfunction. The healing process as ritual and as scientific procedure, including the theory and practice of healing in different cultures, figures into the course as does the training and outlook of healers – doctors, priests, shamans, nurses, midwives and others. Finally, the medical systems of several cultures, ancient and modern, industrialized and preindustrial, are compared. *Offered alternate years (CGCL; CMCL; CSOC; CWRT)*

## **ANTH 331 Political Anthropology (3 credits)**

*Prerequisite: ANTH 100 or consent of instructor*

This course examines political processes in state and "stateless" societies, focusing on the development of political forms in foraging, pastoral, agricultural and industrial societies, mainly in the developing world. The idea that "politics" exists as a set of practices tied to power that can be observed through anthropological methods will be addressed, along with the development of the subfield of political anthropology itself. *Offered alternate years, fall semester (CGCL; CMCL; CSOC)*

## **ANTH 332 Practicum in Field Archaeology (1-3 credits)**

*Prerequisite: ANTH 103 (may be taken concurrently) or ANTH 303 or consent of instructor*

This course provides experiential training in excavation techniques, field recording, and primary cataloging and analysis of archaeological materials. *Offered fall semester*

## **ANTH 340 Myths and Peoples of the Ancient Near East (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or ANTH 307 or consent of instructor*

This course will explore the dimensions of myth as they relate to the cultural life of the peoples of the Ancient Near East: the Egyptians, the Sumerians, the Babylonians and Assyrians, the Hittites, the Phoenicians and the Hebrews. Emphasis will be placed on understanding the context out of which the myths arose, and the ways in which they both described and conditioned the cultural realities to which they related.

*Offered every other year (CGCL; CSOC; CWRT)*

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ANTH 355 Anthropological Study Tour (3 credits)** **(Country to be determined)**

*Prerequisite: Consent of instructor*

This course will offer students a first-hand, supervised cross-cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Students will learn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore and family life. This course may be taken twice for anthropology credit, for travel to different study tour sites. *Offered annually (CSOC)*

## **ANTH 390 Anthropology Colloquium (1 credit)**

*Prerequisite: ANTH 100 and ANTH 101 and ANTH 103; or consent of instructor*

This course is a participation-based colloquium. Topics will vary and focus on different issues in anthropology.

## **ANTH 399 Special Topics in Anthropology (3 credits)**

*Prerequisite: Dependent on topic*

Various special topics of current interest in anthropology will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once for different topics, but only six credits will be counted toward the first 30 hours of the anthropology major. (CSOC)

## **ANTH 400 Seminar: Anthropological Theory (3 credits†)**

*Prerequisite: ANTH 100; and ANTH 101 or ANTH 103*

This course is a survey of the foundations of cultural and archaeological theory, including cultural evolutionism, structuralism, American historical-particularism, British functionalism and structural-functionalism, French structuralism and current directions in American, European and Third World anthropological thought. Theories of archaeology will also be examined, including traditional evolutionary perspectives, the New Archaeology and contemporary critiques, drawing upon social systems analysis. *Every third semester (CWRM)*

## **ANTH 401 Research Methods in Anthropology (3 credits)**

*Prerequisite: ANTH 100; and either ANTH 101 or ANTH 103; or consent of instructor*

This course focuses on research methods used in anthropology. Students will be introduced to both qualitative and quantitative ethnographic data collection techniques. Qualitative research methods include observation, interviewing and text data analysis and report writing. Students will apply these research methods through a series of short field and written exercises.

## **ANTH 404 Seminar: Culture and Consciousness (3 credits)**

*Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or consent of instructor*

This course is an experiment in the study of how consciousness, and particularly the idea of the unconscious, is construed and constructed in various cultural contexts. We will work towards an understanding of consciousness in cultural context as a means of understanding cultures at their deepest levels, including our own. An important component of the course will be class dream-work sharing sessions. *Offered alternate spring semesters (CGCL; CSOC; CWRT)*

## **ANTH 405 Forensic Anthropology (3 credits†)**

*Prerequisite: ANTH 101 or ANTH 103 or BIOL 100 or BIOL 121 or consent of instructor*

This course will introduce students to the methods and approaches of the forensic anthropologist. Extensive time will be spent on becoming familiar with the human skeleton – the most important tool in forensic anthropology. In addition, the many legal and ethical issues that arise when working with human remains will be examined. This class will include lectures and discussion. *Offered annually (CSOC)*

## **ANTH 406 Seminar: Human Evolution (3 credits)**

*Prerequisite: ANTH 101 or ANTH 103 or BIOL 121 or BIOL 122 or consent of instructor*

This course addresses fundamental principles of human evolution, beginning with a review of evolutionary theory, its history, processes and how genetics has changed the way evolution is viewed. The course will examine the fossil evidence for human evolution, physical characteristics, variation among specimens, and how the different specimens are related to each other. Adaptation will be a unifying theme throughout the course. Extensive use will be made of the physical anthropology laboratory. (CSOC)

## **ANTH 410 Public Archaeology (3 credits†)**

*Prerequisite: ANTH 103 and at least 2 credits in ANTH 332 or ANTH 303 or consent of instructor*

An introduction to public archaeology, its history of development. Emphasis will be placed on the basic knowledge and training necessary for careers in contract archaeology and cultural resource management: 1) to introduce students to the history of the development of public archaeology; 2) to study the federal, state, and local legislation protecting archaeological resources; 3) to provide administrative training for doing contract archaeology – contract and research proposal development, report writing, Environmental Impact Statement interpretation and to provide a basic background for cultural resource management careers. *Offered alternate years, spring semester*

†May be taken for graduate-level credit



## **ANTH 417 Seminar: She/He "Two Spirits" Gender Cross-Culturally (3 credits†)**

*Prerequisite: ANTH 100 or INTD 230 or consent of instructor*

This course introduces students to cross-cultural constructions of gender. Gender and sexuality are differentiated and students explore how gender is a cultural construct which varies cross-culturally. Students will explore a range of gender expressions, including homosexual males, lesbians, transgendered, bisexuals and Native American Two Spirits. Issues of masculinity, femininity and alternate genders will be examined in Euro-American, Latin American, Asian, Native American and other cross-cultural settings. *Offered alternate years (CGCL; CMCL; CSOC)*

## **ANTH 420 Visual Anthropology (3 credits†)**

*Prerequisite: ANTH 100 or consent of instructor*

This course is grounded in interpretive and semiotic theories and examines the uses of images for cultural documentation, interpretation and analysis. Students will examine the roles of objectivity, ideology and perspective in the production and interpretation of visual images in motion and still photography. Emphasis will be on how visual images represent the cultural, vis-à-vis gender, social class, ethnicity and socio-cultural context. *Offered alternate years (CSOC; CMCL)*

## **ANTH 426 Seminar: New England Ethnic and Regional Communities (3 credits†)**

*Prerequisite: ANTH 100 or SOCI 102; and ANTH 315 or SOCI 315; or consent of instructor*

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdeans, Asians, African-Americans, Italians, Jews and homosexuals. Cultural traditions, social institutions and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. *Offered every third year (CMCL; CSOC; CWRT)*

## **ANTH 435 Seminar: Global Feminism (3 credits†)**

*Prerequisite: One of the following: ANTH 100 or ANTH 204 or ANTH 208 or SOCI 102 or WMST 240; or consent of instructor*

This course will explore the range and content of women's activism, agency and feminist consciousness-raising globally around a range of issues, including education, health care, sexual politics, political participation, the division of labor and labor force participation, self-determination and participation in local feminist movements. Students will explore women's feminism and activism globally, the relationship of local cultural practices to women's and feminist movements, and what women are doing to work as agents of self-empowerment and self-determination globally. *Offered every third year (CGCL; CMCL; CSOC)*

## **ANTH 485 Honors Thesis (3 credits)**

*Prerequisite: Admission to the Commonwealth and Departmental Honors and senior status*

With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with honors.

## **ANTH 498 Field Experience in Anthropology (3-15 credits)**

*Prerequisite: Consent of the department; minimum 2.5 GPA; formal application required*

The field experience provides an opportunity for students to apply methods of fieldwork in ongoing societies, to design field studies, to learn methods for collection and analysis of empirical data and to participate in experimental field projects.

## **ANTH 499 Directed Study in Anthropology (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **ANTH 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ANTH 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ANTH 504 Archaeological Field Excavation (2-6 credits)**

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work. Topics such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples will be covered. *This course is may be repeated up to nine credits. Offered every summer*

†May be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ANTH 515 CD-ROM: Teaching in Diverse Classrooms (4 credits)**

This course will introduce classroom teachers to theories, ideas, and content that will enable them to be responsive to a multicultural classroom. The aim of this course is to impart knowledge and facilitate pedagogy that is multicultural, critical and responsive to multicultural students and their communities. Students will learn about issues of power and difference both within school settings and the larger society. Students will become sensitive to issues of power, inequality, and cultural difference within the classroom and learn how to implement pedagogies that are culturally responsive.

## **ANTH 555 Anthropology Study Tour (Country to be determined) (3 credits)**

*Prerequisite: Consent of instructor*

This course will offer students a first-hand, supervised cross-cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Students will learn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore and family life. This course may be taken twice for credit for travel to different study tour sites.

### **Other Approved Courses**

ANTH/HIST 409 Mesoamerican Societies and Cultures  
ANTH 526 Cultural Resource Management

## **ART (ARTH, ARTS)**

### **ARTH 101 Introduction to Art (3 credits)**

Emphasis on painting, sculpture, and architecture. Topics include aesthetic principles, artistic styles and their historical contexts, analysis of media and technical processes. A museum visit is assigned. Does not satisfy art major elective. *Either semester* (CFPA; CGCL)

### **ARTH 102 Introduction to Architecture (3 credits)**

Domestic, religious, commercial and governmental buildings throughout history are studied in terms of elements of style, systems and materials of architectural construction, and the symbolic and expressive qualities of buildings. Does not satisfy art major elective. *Either semester* (CFPA; CGCL)

### **ARTH 103 Survey of Ancient and Medieval Art (3 credits)**

This course examines major developments in the visual arts from the prehistoric through the late Middle Ages. The focus is to explore artistic production within its cultural and social context. Museum visits are a course requirement with a possible trip to New York City museums. (Formerly ARTH 201) (CFPA; CGCL)

### **ARTH 104 Survey of Art from the 14<sup>th</sup> Century to the Present (3 credits)**

This course examines major developments in the visual arts within a cultural and stylistic framework. The arts of painting, sculpture, architecture, and the decorative arts will be examined within a cultural and stylistic framework. Museum visits are a course requirement with a possible visit to New York City museums. (Formerly ARTH 202) (CFPA; CGCL)

### **ARTH 135-136 Freshman Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTH 135 fall semester, ARTH 136 spring semester*

### **ARTH 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **ARTH 203 American Art and Architecture (3 credits)**

Trends in architecture, painting, sculpture and crafts are surveyed prior to the first colonial settlements in America to the achievements of the present day. Included are vernacular, folk and regional styles. A museum visit is assigned. *Either semester* (CFPA; CMCL)

### **ARTH 205 Asian Art Survey: India, China and Japan (3 credits)**

Major achievements in architecture, sculpture, pictorial arts and crafts of these three important cultures will be studied in their religious, historical and social contexts. Relationships will be made to other Asian and Euro-American art forms. A museum visit and project are assigned. (CFPA; CGCL; CMCL)

*\*Additional fee required*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



## **ARTH 207 Introduction to African Art (3 credits)**

Traditional arts of sub-Saharan Africa will be examined in cultural context, including sculpture, masks, painting, pottery, textiles, architecture and human adornment. Topics will cover how art is used to convey the cycle of life, to solve problems and to overcome adversity, with frequent comparisons to other cultures. The focus will be on the objects, with ethnographic material supplied to place the objects in the proper context. A museum or gallery visit is assigned. (CFPA; CGCL; CMCL)

## **ARTH 208 Survey of Islamic Art and Architecture (3 credits)**

This course examines Islamic art, architecture and urbanism from its formation in the seventh century to the present in the Mediterranean region, the Near East and India. The first part of the course focuses on the creation and development of Islamic imperial artistic tradition in the seventh century and its regionalization through the 14<sup>th</sup> century. The second half of the course emphasizes the grand imperial traditions of the Ottomans, the Safavids and the Mughals and the subsequent effects of colonialization and Westernization. A museum visit is assigned. *Fall semester* (CFPA; CGCL; CMCL; CSPI)

## **ARTH 211 Monuments as Cultural Symbols and Emblems of Power (3 credits)**

This course examines monuments that were or are currently politically significant and stand as national cultural symbols. We will study modification of the contextual meaning of specific monuments through their history as they are adapted to new governmental and national dictates. Monuments such as the World Trade Center, the Bamiyan Buddhas in Afghanistan, the Dome of the Rock in Jerusalem and war memorials such as the Shaw Memorial on Boston Common, Memorial Hall at Harvard University, the Iwo Jima Memorial, the Vietnam War Monument and Saddam Hussein's Monument in Baghdad will be covered. *Offered every other year* (CFPA; CMCL; CSPI)

## **ARTH 214 Global Art History Study Tour (3 or 6 credits)**

A broad range of topics in the history of art is studied in museums and architectural sites, and related venues at a culturally rich location abroad or otherwise away from campus. Preparatory class work is conducted on campus prior to travel and assignments are completed upon return. This course may be repeated with different itineraries.\* *Offered January intersession, spring break and summer* (CFPA; CGCL; CMCL; CWRT)

## **ARTH 215 Themes in the Visual Arts (3 credits)**

Works of art and/or architecture are examined from the perspective of a common theme, bringing together works by various artists from diverse backgrounds, cultures and historical periods. At the same time, students are introduced to the viewing and analysis of art, the development of personal style and message, and the technical means used to achieve an artist's aim. This course may be repeated for different topics. *Offered once every two years* (CFPA)

## **ARTH 217 African-American Art (3 credits)**

This course will focus on African-American art and architecture from 1619 to the present. Various modes of artistic expression will be covered, including painting, photography, sculpture, ceramics and textiles. In addition, the aesthetic culture as well as the historical, social and political contexts in which these arts were produced will be examined. *Offered every two years* (CFPA; CMCL)

## **ARTH 218 History of Photography (3 credits)**

A historical survey of photography from its beginnings to the present. Formal aspects of photography as art will be examined as well as the theoretical and societal context. *Offered once every two years* (CFPA, CGCL; CMCL, CSPI)

## **ARTH 219 MesoAmerican Art and Architecture (3 credits)**

This course will focus on MesoAmerican art and architecture from the Olmec to the Aztec. Various modes of artistic expression will be covered, including frescoes, metals, ceramics, sculpture and architecture. In addition, the cultural aesthetics as well as the historical, social and political contexts in which these arts were produced will be examined. *Offered every two years* (CFPA; CGCL)

## **ARTH 220 United States Art Study Tour (3 or 6 credits)**

This course offers off-campus programs within culturally rich areas of the United States. Participants will visit museums, galleries, working studios, architectural sites and/or other sites related to the visual arts. Emphasis is given to the first-hand viewing of art, experiencing settings involved in the creation of art and studying the artists, achievements, and styles of a particular region of our country. Preparatory work is conducted on campus prior to travel, and assignments and exams will be completed on the return. This course may be repeated with different itineraries and topics\*. (CFPA, CMCL)

## **ARTH 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTH 286 fall semester, ARTH 287 spring semester*

## **ARTH 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will

\*Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ARTH 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ARTH 308 Women in the Visual Arts (3 credits)**

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art has not been fully recognized nor supported by various cultures and prevailing attitudes. *Offered once every two years* (CFPA; CMCL)

## **ARTH 309 Early Modern Art and Architecture (3 credits)**

Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention is given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions. *Offered each year*

## **ARTH 310 Art and Architecture since 1940 (3 credits)**

*Prerequisite:* ARTH 309

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies and approaches to visual communication. *Offered each year*

## **ARTH 311 Orientalism (3 credits)**

This course critically examines Orientalism as both a way the West views the East and as the East sometimes views itself. The focus will be on the visual arts – painting, photography, architecture and film, literature and music – and how they depict the “Orient” from the eighteenth century through the present. Emphasis will also be placed on how the East adopted the same mode of expression as a lens to view the Islamic world. The course emphasizes the Middle East but the Far East and India are also included in lecture, readings and assignments. *Offered every other year* (CFPA; CGCL; CMCL; CSPI)

## **ARTH 338/339 Honors Tutorial in Art (3 credits each semester)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required. Special topics in art. Three hourly meetings weekly.

## **ARTH 414 Global Art History Study Tour (Advanced) (3 or 6 credits†)**

A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics. \*  
*Offered January intersession, spring break and summer*

## **ARTH 485 Honors Thesis in Art (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students; ARTH 338; and consent of the Departmental Honors Committee

One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

## **ARTH 490 Art History Studies in Oxford (3 credit†)**

*Prerequisite:* Students will normally be expected to be in their junior or senior year

Select topics in art and architecture will range from studies of art movements and styles with a unique British character to luminaries in British art. Connections will be explored with art and architectural traditions in Europe and beyond. Primary sources such as the Ashmolean Museum in Oxford and the National Portrait Gallery in London will be visited. (This is a special summer program in England at Oxford University.)\*

\*Additional fee required

†May be taken for graduate-level credit



## **ARTH 498 Internship in Art History (1-15 credits)**

*Prerequisite: Consent of department chairperson; formal application required*

This is a non-classroom experience designed for a limited number of junior and senior art majors to complement their academic preparation. The internship provides work-study experience in areas related to art history such as museums, galleries or art libraries, but is not limited to these options. A faculty member in the department will serve as adviser and evaluator of all work projects. This course may be repeated for a maximum of 15 credits.

## **ARTH 499 Directed Study in Art History (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **ARTH 508 Women in the Visual Arts (3 credits)**

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art had not been fully recognized nor supported by various cultures and prevailing attitudes.

## **ARTH 509 Early Modern Art and Architecture (3 credits)**

Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions.

## **ARTH 510 Art and Architecture since 1940 (3 credits)**

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies and approaches to visual communication.

## **ARTS 104 Introduction to Digital Imaging and 4-D Design (3 credits)**

Students develop technical, conceptual and aesthetic experience pertaining to the creation of two-dimensional digital artworks as well as artworks that engage with the fourth dimension of art: space and time. Students gain an introductory knowledge of several art and design software programs. Included topics in the course are scanning, vector drawing, raster painting and time-based digital and analog media. \* *(Formerly ARTS 265) (CFPA)*

## **ARTS 125 Drawing I (3 credits)**

Basic concepts of perspective, modeling in light and dark and contour drawing are explored through various media and techniques including pencil, pen and ink, ink wash and charcoal. Six hours per week. \* *Either semester (CFPA)*

## **ARTS 130 Two-Dimensional Design (3 credits)**

Fundamental elements and principles of two-dimensional design, including color, shape, line, texture, balance, space and the organization of these elements in a work of art are studied through studio exercises. Six hours per week. \* *Either semester (CFPA)*

## **ARTS 135-136 Freshman Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTS 135 fall semester, ARTS 136 spring semester*

## **ARTS 140 Three-Dimensional Design (3 credits)**

Studio projects are concerned with the elements and composition of form and mass in three-dimensional space, including aspects of media, surfaces and dynamics of interacting forms and space. Six hours per week. \* *Either semester (CFPA)*

## **ARTS 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **ARTS 204 Time-Based Art (3 credits)**

This course is a project-based course that concentrates on the use of the fourth dimension – time. Time would be approached as an artistic element that can be molded and controlled expressively through the use of video and sound media. Conceptually, the course will revolve around contemporary critical issues, technology, cross-over Web, video, sound and graphic software. \* *Offered every other semester (CFPA)*

## **ARTS 205 Three-Dimensional Modeling and Animation (3 credits)**

*Prerequisite: ARTS 130 or consent of instructor*

The aesthetics, theory, context and methods of three-dimensional imaging will be expressed in creative digital environments. Technique and software will be covered as appropriate to assigned and student-initiated work. This course will consist of studio, lecture and readings. Six hours per week. \* *Offered every third semester*

\*Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ARTS 216 Photography I (3 credits)**

This course examines the historical foundations of photography and the fundamentals of photographic techniques such as lenses, lighting, filters and exposure. Through regular shooting assignments in black and white, students develop an ability to appreciate photographic technology and visual aesthetics by making and appraising their own photographs. Students must have access to an adjustable 35mm SLR camera. A gallery/museum visit is assigned. \* *Either semester*

## **ARTS 217 Digital Photography I (3 credits)**

*Prerequisite: ARTS 216 or consent of instructor*

Students will learn the basics of taking still pictures with a professional digital, single-reflex camera while learning about the technologies that make digital photography possible. Creative shooting, editing and image manipulation techniques will be used in projects that express a unique vision with the goal of developing a deeper conceptual complexity in the artworks. Students will use image-processing software. Cameras will be provided for the duration of the course. \* *Offered every other semester*

## **ARTS 219 Topics in Photography (3 credits)**

*Prerequisite: Consent of instructor*

Topics of current or special interest in photography will be addressed in this course at the beginner or intermediate level. Prior to registration, the special topic will be announced. This course may be repeated for different topics. Six hours per week. \*

## **ARTS 225 Drawing II (3 credits)**

*Prerequisite: ARTS 125 or consent of instructor*

Advanced study of drawing style and technique with emphasis on the human figure including the nude model. Six hours per week. \* *Either semester*

## **ARTS 230 Painting I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130; or consent of instructor*

Basic skills, picture organization and painting techniques applied to assigned problems. Field trips to museums and galleries. Six hours per week. \* *Either semester*

## **ARTS 235 Watercolor Painting I (3 credits)**

*Prerequisite: ARTS 125 or ARTS 130*

Development of transparent watercolor techniques and pictorial composition. Six hours per week. \* *Either semester, offered once each year*

## **ARTS 240 Sculpture I (3 credits)**

*Prerequisite: ARTS 140 or consent of instructor*

Design experimentation with traditional and new problems in a wide range of media. Six hours per week. \* *Either semester*

## **ARTS 255 Printmaking I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130; or consent of instructor*

A basic introduction to the fundamentals of the various print-making processes – intaglio, lithography, silkscreen and relief. Six hours per week. \* *Either semester*

## **ARTS 260 Graphic Design I (3 credits)**

*Prerequisite: ARTS 125 and ARTS 130 or consent of instructor*

This course introduces the concepts and design principles of typography, page layout, and the relationship between type and image. Students will develop graphic design skills through a series of course projects. Both traditional and digital media will be used. \* *Either semester*

## **ARTS 267 Web Art I (3 credits)**

This course introduces basic techniques of Web production such as research on prices for Web domain names, Internet service providers, permissions, preparation of text, photo images, video, sound and writing basic XHTML code.

## **ARTS 270 Ceramics I (3 credits)**

Introduction to materials and techniques including hand-building, decorating and firing. Six hours per week. \* *Either semester*

## **ARTS 273 Glass I (3 credits)**

*Prerequisite: ARTS 130 or consent of instructor*

An exploration of the technical, traditional and contemporary, and aesthetic possibilities of glass: copper foil, lead came work, fusing, slumping and enamels. Six hours per week. \* *Either semester*

## **ARTS 280 Metals I (3 credits)**

*Prerequisite: ARTS 140 or consent of instructor*

This course is an introduction to basic design, construction and forming techniques. Jewelry, constructed forms and sculpture are covered. Six hours per week. \* *Either semester*

## **ARTS 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. \* *ARTS 286 fall semester; ARTS 287 spring semester*

## **ARTS 290 Weaving I (3 credits)**

Introduction to traditional and contemporary weaving and related techniques. Assigned projects stress the aesthetic combined with the technical considerations of fiberwork. Six hours per week. \* *Either semester*

## **ARTS 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific aca-

\*Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



ademic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ARTS 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ARTS 301 Web Art II (3 credits)**

*Prerequisite:* ARTS 267

This course focuses on the screen-based presentation of visual information. Students will design and produce a Web site. Emphasis is upon the design and implementation of nonlinear visual presentations. The use of text, animation, sound and graphic imagery will be addressed. Contrasts and comparisons between screen-based and print-based presentation of visual information will be discussed, as will contrasts and comparisons between Web site and CD Rom design and production. \* Offered once yearly (Formerly ARTS 367)

## **ARTS 316 Photography II (3 credits)**

*Prerequisite:* ARTS 104 and ARTS 130 and ARTS 216; or consent of instructor

This course further develops knowledge and skills in photography at an intermediate level. The emphasis is placed on aesthetic and conceptual development as well as precise technical control over film-based photography. Students work to develop a portfolio of thematic and expressive works in reaction to concepts and themes covered in the course. Studio lighting, flash photography, zone system, fine printing and archival fiber paper and print matting is covered. Students will need an adjustable manual film camera and a gray card. A tripod and cable release are suggested. \* Either semester

## **ARTS 317 Digital Photography II (3 credits)**

*Prerequisite:* ARTS 217 or consent of instructor

Students will develop a conceptual complexity in their artworks through a combination of projects that simulate various genres of commercial photography and assignments focused on art making through personal expression. Students enrolled in this course will further their knowledge of shooting still pictures with a professional digital single lens reflex camera and learn to use studio lighting techniques for digital photography in commercial and artistic applications. Digital image manipulation will also be covered. The college provides the cameras for the duration of the course on a lending basis. \* Offered every other semester

## **ARTS 318 Photography Techniques (3 credits)**

*Prerequisite:* ARTS 216 or consent of instructor

The student will acquire and practice advanced photography skills such as proper print finishing, print toning, preparation of black and white and color slides, use of the copy stand and the fundamentals of color printing. This course is recommended for those students who have taken a basic photography course or its equivalent. Six hours per week. \* Either semester

## **ARTS 319 Field Experience in Photography (3 credits)**

*Prerequisite:* ARTS 216 and consent of instructor

This course focuses on location shooting. Through regular shooting assignments that emphasize concepts, visual aesthetics and visual communication, students will be introduced to various location-specific genres of fine art and commercial photography. Students will study the works and careers of fine art and commercial photographers who make their art and/or their living by shooting on location. Topics covered include camera filters, precise light measurement and exposure on and off-camera flash photography, commercial photography practices and use of supplemental lighting and accessories to get the best images on location. Frequent field trips and regular critiques are part of the course. The class does not focus on darkroom instruction, although students may use the college darkroom. Students must have access to an adjustable manual camera, a tripod, a cable release and a gray card. A handheld light meter is recommended. Six hours per week. \* Either semester

## **ARTS 325 Advanced Drawing (3 credits)**

*Prerequisite:* ARTS 225 or consent of instructor

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. \* Either semester

## **ARTS 330 Painting II (3 credits)**

*Prerequisite:* ARTS 230 or consent of instructor

Advanced projects will be planned according to the individual's stylistic development. Six hours per week. \* Either semester

\*Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ARTS 332 Mixed Media (3 credits)**

*Prerequisite:* ARTS 225 and one other 200-level ARTS course

In this course, students develop inventive and experimental approaches to a variety of media. The student will examine how media, idea and composition relate while exploring nontraditional uses of traditional media, as well as the blurring of boundaries between the disciplines when working in assemblage, mixed-media/collage formats.

## **ARTS 335 Watercolor Painting II (3 credits)**

*Prerequisite:* ARTS 235 or consent of instructor

Advanced work in transparent watercolor planned according to the individual's stylistic development. Six hours per week. \*  
*Offered once each year*

## **ARTS 338-339 Honors Tutorial in Art (3 credits each semester)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required  
Special topics in art. Three hourly meetings weekly. \*

## **ARTS 340 Sculpture II (3 credits)**

*Prerequisite:* ARTS 240 or consent of instructor

Advanced projects in design and media. Six hours per week. \*  
*Either semester*

## **ARTS 355 Printmaking II (3 credits)**

*Prerequisite:* ARTS 255

A further development of skills and aesthetic approaches in printmaking beyond introductory level will be covered, using a range of media and techniques. \*

## **ARTS 360 Business Issues for Visual Artists (3 credits)**

The business and professional side of art and the pursuit and management of a career in art. A study of galleries, museums and commercial art fields dealing with aspects of exhibiting and selling work and the development of relevant business skills. Includes field trips and guest speakers. Six hours per week.  
*Spring semester*

## **ARTS 361 Graphic Design II (3 credits)**

*Prerequisite:* ARTS 260

A more advanced study of graphics, typography, and layout design. Emphasizing the integration of typography and visual imagery to specific assignments. Six hours per week. \*  
*Offered once each year*

## **ARTS 362 Graphic Design III (3 credits)**

*Prerequisite:* ARTS 361

Advanced study in design. Dealing with the integration of illustration, design and typography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two- and three-dimensional areas are explored. Six hours per week. \* *Offered once each year*

## **ARTS 370 Ceramics II (3 credits)**

*Prerequisite:* ARTS 270

This course is an introduction to ceramic materials and techniques using the potter's wheel, as well as decorating and firing. Six hours per week. \* *Either semester*

## **ARTS 371 Ceramics III (3 credits)**

*Prerequisite:* ARTS 370 or consent of instructor

Advanced projects will be undertaken in either hand building or wheel work under the direct supervision of a faculty member. Six hours per week. \* *Either semester*

## **ARTS 373 Glass II (3 credits)**

*Prerequisite:* ARTS 273

Projects will be undertaken under direct supervision of a faculty member to develop techniques included in Glass I, with the addition of slumping, casting and sand blasting. Six hours per week. \*  
*Offered once each year*

## **ARTS 380 Metal Design II (3 credits)**

*Prerequisite:* ARTS 280 or consent of instructor

Advanced problems and techniques. Six hours per week. \*  
*Either semester*

## **ARTS 381 Metals III (3 credits)**

*Prerequisite:* ARTS 380 or consent of instructor

Specialized techniques for the design and creation of jewelry in precious metals and experimental construction techniques with these metals. Six hours per week. \* *Either semester*

## **ARTS 390 Weaving II (3 credits)**

*Prerequisite:* ARTS 290 or consent of instructor

Advanced problems and techniques. Six hours per week. \*  
*Either semester*

## **ARTS 403 Advanced Web Art (3 credits)**

*Prerequisite:* ARTS 301

This is a project based Web art course that focuses on Web innovation and Net vision. Students will work in an innovative/critical manner, generating projects based on conceptual and political implications of information control systems. Projects may address but are not limited to issues of identity, privacy, autonomy, and dehumanization. Technically the approach can range from XHTML to action scripting techniques. This course may be taken multiple times for credit. \* *Alternate semesters*

## **ARTS 416 Advanced Photography (3 credits†)**

*Prerequisite:* ARTS 316 or consent of instructor, ARTS 217 is strongly recommended

This course continues the study of photography at the advanced level. The emphasis is placed on aesthetic and conceptual development for the creation of a significant portfolio of photo-based artworks. Students further develop skills in fine darkroom printing, studio and location lighting and professional presentation of their artworks. Students make works in reaction to concepts and themes studied in the course and develop a thematic body of work on a self-directed theme. Additional advanced topics may

\* Additional fee required

† May be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



be covered and vary by semester according to the choice of the professor and the interests of the students in the course. The student will need an adjustable film camera and gray card. A tripod and handheld light meter is recommended. This course may be repeated three times for credit. Six hours per week. \*  
*Either semester*

## **ARTS 418 Topics in Photography (3 creditst)**

Topics of current or special interest in photography will be offered. Special topics will be announced prior to registration. This course may be repeated for different topics. Six hours per week. \* *Either semester*

## **ARTS 430 Advanced Painting (3 creditst)**

*Prerequisite: ARTS 330 or consent of instructor*  
Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. \*

## **ARTS 435 Advanced Watercolor Painting (3 creditst)**

*Prerequisite: ARTS 335 or consent of instructor*  
Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. \*

## **ARTS 440 Advanced Sculpture (3 creditst)**

*Prerequisite: ARTS 340 or consent of instructor*  
Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. \*

## **ARTS 450 Advanced Printmaking (3 creditst)**

*Prerequisite: ARTS 355 or consent of instructor*  
Advanced projects will be undertaken in chosen media and content. This course may be taken three times. Six hours per week. \*  
*Either semester*

## **ARTS 460 Advanced Graphics (3 creditst)**

*Prerequisite: ARTS 362*  
This course examines the application of graphic design and its visual communication to the current problems and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. Six hours per week. This course may be taken three times for credit. \* *Offered when needed by a number of students in upper levels*

## **ARTS 463 Projects in Graphic Design (3 creditst)**

*Prerequisite: ARTS 361*  
This course examines the application of graphic design and its visual communication to current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as visible means. Six hours per week. This course may be taken three times for different topics. \*

## **ARTS 470 Advanced Ceramics (3 creditst)**

*Prerequisite: ARTS 371 or consent of instructor*  
Advanced projects will be undertaken in either hand-building or wheel work under direct supervision of a faculty member. This course may be taken three times for credit. Six hours per week. \*  
*Either semester*

## **ARTS 473 Advanced Glass (3 creditst)**

*Prerequisite: ARTS 373*  
Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be taken three times. Six hours per week. \* *Offered once each year*

## **ARTS 480 Advanced Metals (3 creditst)**

*Prerequisite: ARTS 381 or consent of instructor*  
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. \* *Either semester*

## **ARTS 485 Honors Thesis in Art (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; ARTS 338 and consent of the Departmental Honors Committee*  
One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

## **ARTS 490 Advanced Weaving (3 creditst)**

Advanced projects will be undertaken in chosen concepts and media under the direct supervision of the instructor. This course may be repeated for additional credit to further develop skills and conceptual approaches. Six hours per week. \*

## **ARTS 492 Topics in Art (3 creditst)**

Topics of limited or special interest in art education or studio art. Specific topics to be announced prior to registration. Course may be repeated for different topics. \* *Either semester*

## **ARTS 498 Internship in Art (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*  
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. *Either semester*

\*Additional fee required

tMay be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ARTS 499 Directed Study in Art (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **ARTS 502 Research (credit to be arranged)**

*Prerequisite:* Consent of department; formal application required  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ARTS 503 Directed Study (credit to be arranged)**

*Prerequisite:* Consent of department; formal application required  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ARTS 519 Field Experience in Photography Techniques (3 credits)**

*Prerequisite:* ARTS 216 and consent of instructor  
During the semester, students will be taken on a series of field trips. While on location, the instructor will assist students in determining good composition, solving problems related to light measurement and determining correct exposure under a variety of conditions. Emphasis will be placed on regular shooting assignments in the field and critiques, which will be held on campus or at a suitable off-campus location. Students must have access to an adjustable camera, a tripod, a cable release and a gray card. Although not necessary, it is desirable for students to have a handheld light meter. \*

## **ARTS 525 Graduate Drawing (3 credits)**

*Prerequisite:* Six-credits in drawing or consent of instructor  
Graduate level course work presumes an established level of proficiency in depicting the human figure as well as a comprehensive understanding of the full range of drawing materials and processes, to include mixed media. Course activities, as they often are combined with Drawing II, may frequently involve the human form as a starting point for expanded activity toward the development of a personal style. Nurturing a unique style that respects both ideational and/or observational concepts is a primary focus within this course. Every effort will be made to connect to style of drawing, past or present, as well as to luminaries within each (e.g., field trips, library research and, whenever possible, studio visits). This course may be repeated for up to three times for credit. \* *Either semester*

## **ARTS 530 Graduate Painting (3 credits)**

*Prerequisite:* Six credits in painting or consent of instructor  
In the classroom environment, students will move toward individual imagery development including exploration of new media and techniques as appropriate and supported by regular critiques by the instructor. Six hours per week. This course may be repeated for up to three times for credit. \* *Either semester*

## **ARTS 540 Graduate Sculpture (3 credits)**

*Prerequisite:* Six credits in sculpture or consent of instructor  
A course designed to challenge the student's grasp of the function and form and its expressive potential through the study of pure form and forms in nature. The materials used are clay, plaster, wood and metal. This course may be repeated up to three times credit. Six hours per week. \* *Either semester*

## **ARTS 550 Graduate Printmaking (3 credits)**

*Prerequisite:* Six credits in printmaking or consent of instructor  
Printmaking for those with previous experience. Course objectives and requirements will be planned on the basis of the individual student's interests and background. This course may be repeated up to three times for credit. Six hours per week. \* *Either semester*

## **ARTS 563 Advanced Graphic Design (3 credits)**

*Prerequisite:* ARTS 362  
This course examines the application of graphic design and its visual communication to the current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. This course may be repeated up to three times for credit. Six hours per week. \*

## **ARTS 570 Graduate Ceramics (3 credits)**

*Prerequisite:* Six credits in ceramics or consent of instructor  
Work in wheel-throwing, hand-building, sculptural ceramics, clay technology, glaze chemistry or studio management in an individualized program depending upon the student's previous course work, abilities and interests. This course may be repeated up to three times for credit. Six hours per week. \* *Either semester*

## **ARTS 573 Graduate Glass (3 credits)**

*Prerequisite:* ARTS 473  
A course in glass for those with previous experience. Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be repeated up to three times for credit. Six hours per week. \* *Offered once each year*

## **ARTS 580 Graduate Metals (3 credits)**

*Prerequisite:* Six credits in metals or consent of instructor  
Work in surface embellishment, construction, casting and forming of non-ferrous metals. Emphasis on experimentation with new technology, materials and techniques. This course may be repeated up to three times for credit. Six hours per week. \* *Either semester*

## **ARTS 590 Graduate Weaving (3 credits)**

*Prerequisite:* Six credits in weaving or consent of instructor  
Advanced work in fiber planned in accordance with the student's prior course work and experience. Emphasis given to thorough exploration of color, design and fiber selection in the execution of technically ambitious projects. Areas of study may include rug weaving, eight-harness double weaves, sculptural weaving and tapestry. This course may be repeated up to three times for credit. Six hours per week. \*

\*Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## Other Approved Courses

ARTH 492 Topics in Art History  
ARTS 352 Printmaking II: Silkscreen  
ARTS 353 Printmaking II: Lithography  
ARTS 514 Art History Study Tour (Advanced)  
ARTS 518 Photography Techniques  
ARTS 535 Graduate Watercolor Painting  
ARTS 562 Graphic Design III

## ATHLETIC TRAINING (ATTR)

### ATTR 100 Athletic Taping and Bracing (1 credit)

This laboratory course is designed for students who wish to apply to the Athletic Training Education Program (ATEP). Content will include basic athletic taping and bracing techniques commonly used to prevent athletic-related injuries in the physically active population. Students will be expected to complete specific taping and bracing techniques at a competent level prior to being accepted into the athletic training education program.

*Offered once each semester*

### ATTR 112 Sports First Aid (3 credits)

This class is designed for individuals working with physically active people to provide instruction in, and application of, emergency first aid treatment for sports-related injuries and conditions. Guidelines for injury prevention will be discussed. Upon successful completion of this course students will be certified in CPR/AED for the Professional Rescuer, Standard First Aid and Bloodborne Pathogens in accordance with the requirements of the American Red Cross. Two hours of lecture and two hours of laboratory weekly.

### ATTR 199 First Year Seminar (3 credits)

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### ATTR 240 Introduction to Athletic Training (3 credits)

*Prerequisite:* PHED 100

Introduces the physical education major into the field of athletic training including the role of the coach and athletic trainer in providing sports injury management, taping and use of immobilization devices, basic injury evaluation and rehabilitation principles. Two hours of lecture and two hours of laboratory weekly.

*†May be taken for graduate-level credit*

### ATTR 241 Level I Clinical Experience in Athletic Training (3 credits)

*Prerequisite:* Consent of the coordinator of the athletic training concentration

This clinical class will introduce the athletic training student into the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with weekly seminars on issues necessary to become a successful athletic trainer.

### ATTR 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ATTR 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ATTR 340 Sports Injury Management – Lower Extremity (3 credits)

*Prerequisite:* ATTR 240 and BIOL 252

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the lower extremity. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and muscular musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the lower extremity. Two hours of lecture and two hours of laboratory weekly.



## **ATTR 341 Sports Injury Management – Upper Extremity (3 credits)**

*Prerequisite: ATTR 240*

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the upper extremity and torso. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the upper extremity and torso. Two hours of lecture and two hours of laboratory weekly.

## **ATTR 342 Level II Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 241*

This clinical class will introduce the athletic training student to basic and intermediate skills and techniques in the athletic training profession. Through appropriate clinical rotations, students will learn clinical competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

## **ATTR 343 Level III Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 241*

This clinical class will introduce the athletic training student into the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with weekly seminars of issues necessary to become a successful athletic trainer.

## **ATTR 410 Nutritional Concepts for Health Care Practitioners (3 credits)**

This course will provide an overview of nutrition principles and strategies for the health care practitioner. Students will learn and apply the techniques required to complete a nutrition assessment and they will explore various nutrition issues that confront the health care practitioner.

## **ATTR 442 Therapeutic Exercise (3 creditst)**

*Prerequisite: Must be accepted into the Athletic Training Program or by consent of the program director*

Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations, psychological considerations and specific rehabilitation techniques for the various body segments. Two hours of lecture and two hours of laboratory weekly.

## **ATTR 443 Pharmacology for the Physically Active (1.5 creditst)**

This course is designed to provide the students with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed. *Offered alternate years*

## **ATTR 446 Medical Conditions and Disabilities of the Physically Active (1.5 creditst)**

This course will provide the knowledge, skills, and values that an entry-level athletic trainer must possess to recognize, treat, and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity.

## **ATTR 450 Therapeutic Modalities (3 creditst)**

*Prerequisite: ATTR 240*

This course will introduce the athletic training student to therapeutic modalities used in sports medicine. A one-hour lecture and two-hour laboratory will provide practical application of clinical skills including indications, contraindication and record keeping associated with patient care.

## **ATTR 454 Level IV Clinical Experience in Athletic Training (3 creditst)**

*Prerequisite: ATTR 241*

This clinical class will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. Under the direction of a certified athletic trainer, students will begin to demonstrate mastery of specified competencies. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

## **ATTR 455 Level V Clinical Experience in Athletic Training (3 creditst)**

*Prerequisite: ATTR 241*

This clinical class will culminate the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. The clinical experience will be enhanced with seminars pertinent to the entry-level professional.

## **ATTR 490 Administration of Athletic Training (3 credits)**

*Prerequisite: ATTR 240 or equivalent*

Study of various administrative topics confronting an athletic trainer in the management of a sports medicine facility including program management, human resource management, financial management, facility design and planning, informational management, insurance and legal considerations in sports medicine. *Offered alternate years*

*\*Additional fee required*

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



---

## **ATTR 499 Directed Study in Athletic Training (3 credits)**

*Prerequisite: Consent of department; formal application required*  
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken for a maximum of six credits.

---

## **ATTR 510 Nutritional Concepts for Health Care Practitioners (3 credits)**

This course will provide an overview of nutritional principles and strategies for the health care practitioner. Students will learn and apply the techniques required to complete a nutritional assessment, and they will explore various nutritional issues that confront their clients across the lifespan.

---

## **ATTR/PHED 511 Research Methods in Physical Education (3 credits)**

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Fall only*

---

## **ATTR 540 Management of Lower Extremity Conditions (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*  
The course will focus on a critical analysis of sport-related injuries and conditions that may affect the lower extremity in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the lower extremity to determine the appropriate management of these sport-related conditions. Two hours of lecture and two hours of laboratory weekly.

---

## **ATTR 541 Management of Upper Extremity and Torso Conditions (3 credits)**

*Prerequisite: ATTR 540*  
The course will focus on a critical analysis of sport-related injuries and conditions that may affect the upper extremity and torso in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the upper extremity and torso to determine the appropriate management of these sport-related conditions. Two hours of lecture and two hours of laboratory weekly.

---

## **ATTR 542 Therapeutic Exercise (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*  
Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength-training methods and protocol, aquatic therapy, pharmacological considerations during rehabilitation, psychological considerations and specific rehabilitation techniques for the various body segments. Two hours of lecture and two hours of laboratory weekly.

---

## **ATTR 543 Pharmacology for the Physically Active (1.5 credits)**

This course is designed to provide the student with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed.

---

## **ATTR 546 Medical Conditions and Disabilities of the Physically Active (1.5 credits)**

This course will provide the knowledge, skills, and values that an entry-level athletic trainer must possess to recognize, treat and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity.

---

## **ATTR 548/PHED 546 Applied Biomechanics and Movement Analysis (3 credits)**

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Fall semester, alternate years*

---

## **ATTR 550 Therapeutic Modalities (3 credits)**

*Prerequisite: Acceptance into the Athletic Training Program*  
This course will focus on the relationship of the electromagnetic and acoustic spectra, the principles of electricity, and non-mechanical modalities in the treatment of sports-related injuries and conditions. A two-hour lecture and two hour laboratory session will provide an opportunity for students to learn the indications, contraindications, application protocols and record keeping associated with patient care.

---

## **ATTR 561 Level I Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: Consent of Athletic Training Program Director*  
This clinical class will introduce the athletic training student to the clinical aspect of the athletic training profession. Observational hours will focus on the traditional athletic training work environment and will be augmented with an intensive seminar on basic practices necessary to become a successful athletic trainer.

---

## **ATTR 562 Level II Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 561*  
This clinical class will introduce the athletic training student to basic and intermediate skills and techniques used in the athletic training profession. Through appropriate clinical rotations, students will learn competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

---

*\*Additional fee required*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ATTR 563 Level III Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 562*

This clinical class will introduce the athletic training student to intermediate and advanced skills and techniques used in the athletic training profession. Through appropriate clinical rotations, students will learn clinical competencies under the direction of a certified athletic trainer. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

## **ATTR 564 Level IV Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 563*

This clinical class will focus on the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. Under the direction of a certified athletic trainer, students will begin to demonstrate mastery of specific competencies. The experience will be augmented with regular seminars on issues and topics pertinent to the entry-level professional.

## **ATTR 565 Level V Clinical Experience in Athletic Training (3 credits)**

*Prerequisite: ATTR 564*

This clinical class will culminate the learning over time process of demonstrating competence in the cognitive, psychomotor and affective domains in athletic training. The clinical experience will be enhanced with seminars pertinent to the entry-level professional.

## **ATTR 590 Administration in Athletic Training (3 credits)**

Study of various topics involved in the management of an athletic training facility including program management, human resource management, financial management, facility design and planning, informational management, public relations, insurance and legal considerations in athletic training. Standards and practices of the athletic training professional will also be discussed. These experiences are developed through lectures, demonstrations and discussions with professionals in the field including athletic trainers, physicians, physician assistants and lawyers. *Offered alternate years*

## **AVIATION SCIENCE (AVSC)**

### **AVSC 100 Private Pilot Flight (3 credits)**

*Prerequisite: AVSC 105 which may be taken concurrently*

This course consists of flight instruction and ground tutoring, aircraft systems, flight planning, solo and cross-country flight, flight maneuvers, VFR navigation, introduction to night flight and emergency operations. The Private Pilot Flight course prepares the student for the FAA Private Pilot Certificate.\*

### **AVSC 105 Private Pilot Ground School (6 credits)**

Topics include basic performance and aerodynamics of the airplane, airplane structure and systems, flight control and instruments, weight and balance, airports, communications, air traffic control, meteorology and Federal Aviation Regulations. Aeronautical charts, airspace, radio navigation including VOR, DME, ADF, radar and transponders A.I.M. are considered, as well as use of the flight computer, cross-country flight planning and medical factors of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

### **AVSC 135/136 Freshman Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

### **AVSC 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **AVSC 200 Instrument Flight (4 credits)**

*Prerequisite: AVSC 100; and AVSC 212, which may be taken concurrently*

A review and practice of basic, advanced and precision flight maneuvers. Concentrated instrument flight instruction including IFR navigation. An emphasis on aircraft control, IFR flight planning, departure, enroute, holding and arrival procedures, instrument approaches, IFR procedures and regulations.\*

### **AVSC 211 Commercial Pilot Ground School (3 credits)**

*Prerequisite: AVSC 200 and AVSC 212*

Subject matter involves advanced treatment of the airplane systems, performance and control, the National Airspace System, Federal Aviation Regulations, meteorology, radio navigation and the physiology of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

\*Additional fee required



## AVSC 212 Instrument Pilot Ground School (3 credits)

*Prerequisite: AVSC 100 and AVSC 105*

Topics include discussion of aircraft environmental control systems and commercial flight planning, study of instrument flight charts, IFR departure, enroute and approach procedures. FARs and IFR Flight Planning. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

## AVSC 215 Single Engine Flight Simulator Instruction (1-3 credits)

*Prerequisite: AVSC 105 or consent of instructor*

Single engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. A student must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) *Either semester*

## AVSC 286/287 Sophomore Honors Colloquium (1 credit each semester)

*Prerequisite: Open to all Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in aviation allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

## AVSC 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## AVSC 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## AVSC 300 Commercial Flight (4 credits)

*Prerequisite: AVSC 200; and AVSC 211, which may be taken concurrently*

Lessons include a review of basic flight maneuvers, as well as concentrated instruction and solo proficiency practice in precision flight maneuvers. Introduction to flight in complex aircraft, experience in night and cross-country flying, with altitude instrument flying. This course also consists of a complete review of all commercial maneuvers, instrument flying techniques, procedures and regulations. The Commercial Flight course prepares the student for FAA Commercial Pilot and Instrument ratings.\*

## AVSC 303 Flight Instructor Ground School (3 credits)

*Prerequisite: AVSC 200 and AVSC 212 and AVSC 300 and AVSC 211* Provides aviation instructors with easily understood learning and teaching information and its use in their task of conveying aeronautical knowledge and skills to students. Topics include aspects of human behavior, teaching methods and communication, evaluation and criticism, instructional planning, instructor characteristics and responsibilities. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

## AVSC 305 Introduction to General Aviation Management (3 credits)

*Prerequisite: MGMT 130 and junior status; or consent of instructor* An in-depth study of Fixed Base Operations (FBO) business management and operations including financial aspects, human resources, MIS, flight line, flight operations, marketing, maintenance and facilities. *Either semester*

## AVSC 307 Air Carrier Operations (3 credits)

*Prerequisite: MGMT 130 and junior status; or consent of instructor* An in-depth study of the U.S. air carrier industry, its structure and its place in the aerospace industry. The history, economics, management and regulation of the domestic air carrier industry are examined in detail. *Fall semester*

\*Additional fee required

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **AVSC 310 Aviation Safety (3 credits)**

*Prerequisite: AVSC 100 and AVSC 105*

The primary emphasis of this course is to instill safety consciousness. It encompasses the role of federal organizations involved with aviation safety and stresses their contributions to the aerospace industry. The course will explore flight physiology, utilization of aeronautical services and facilities, a historical perspective and analyzing documented case studies. *Spring semester*

## **AVSC 316 Multi-Engine Flight Simulator Instruction (1-3 credits)**

*Prerequisite: AVSC 413 or consent of instructor*

Multi-engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. Students must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) *Either semester*

## **AVSC 320 Aviation Regulatory Process (3 credits)**

*Prerequisites: AVSC 105 and junior status; or consent of instructor*

A study of the development of the United States aviation regulatory process, its current structure, the rule-making process, the appeals process, ICAO, etc., as well as an exposure to current aviation law as it applies to aviators and operators in the air-space system. *Either semester*

## **AVSC 330 Aircraft Systems (3 credits)**

*Prerequisites: AVSC 211 and junior status; or consent of instructor*

An examination of current aircraft systems moving from the more elementary systems found in smaller general aviation aircraft to the more complex systems found in current turbine powered transport category aircraft. These systems will include power plant, electrical, flight control, air conditioning and pressurization, ice and rain protection, oxygen, avionics, and emergency equipment. *Fall semester*

## **AVSC 399 Special Topics in Aviation (3 credits)**

*Prerequisite: AVSC 105*

This course will cover timely and important aviation issues not offered in other courses. Topics will change semester by semester. Course may be repeated with permission of department.

## **AVSC 400 Instructional Flight (3 credits)**

*Prerequisite: AVSC 200 and AVSC 211 and AVSC 212 and AVSC 300; and AVSC 303, which may be taken concurrently*

This course includes analysis of flight maneuvers, take-offs, landings, stalls, emergencies and procedures, as well as analysis and practice instruction of advanced maneuver, altitude instrument flying, considerations of night flight, aircraft performance, cross-country flight and navigation. Practice flight and ground instruction. Prepares the student for the FAA Certified Flight Instructor rating. \*

## **AVSC 402 Insurance and Risk Management in Aviation (3 credits)**

*Prerequisite: AVSC 305*

This course is a practical study of U.S. regulations governing aviation. A survey of appropriate risk management policies of aviation. The case method is employed to present practical applications of principles under consideration. *Fall semester*

## **AVSC 407 Aviation Marketing Management (3 credits)**

*Prerequisite: AVSC 100 and AVSC 305*

Selling and pricing business aviation services and creative marketing strategy are studied in an analytical approach to advertising, sales force administration, promotion, distribution, retailing, logistics, wholesaling, product planning, price policies, market research and consumer behavior. *Spring semester*

## **AVSC 411 Instrument Flight Instructor Ground School (2 credits)**

*Prerequisite: AVSC 300 and AVSC 211; and AVSC 303, which may be taken concurrently*

Techniques of teaching instrument flight, analysis of instrument maneuvers and approaches, enroute operations and lesson planning. This course will prepare students for the Federal Aviation Administration (FAA) instrument flight and ground instructor written examinations.

## **AVSC 412 Instrument Flight Instructor Flight Training (2 credits)**

*Prerequisite: AVSC 411, which may be taken concurrently*

Teaching analysis of altitude instruments, instrument approaches, and enroute operations. This course will prepare students for the Federal Aviation Administration (FAA) practical test. Two two-hour lecture/demonstration periods weekly for one quarter. \* *Either semester*

## **AVSC 413 Multi-Engine Rating Ground School (1 credit)**

*Prerequisite: AVSC 211 and AVSC 300*

This course prepares the prospective multi-engine pilot for the flight portion of the Federal Aviation Administration (FAA) multi-engine certification, including an in-depth study of multi-engine aerodynamics, systems, weight and balance, performance and emergencies.

## **AVSC 414 Multi-Engine Flight Training (1 credit)**

*Prerequisite: AVSC 413*

This course prepares the prospective multi-engine pilot for the Federal Aviation Administration (FAA) multi-engine flight test. It includes multi-engine maneuvers, systems, weight and balance and emergencies. Two one-hour lecture/demonstration periods weekly for one quarter. \* *Either semester*

\*Additional fee required



## AVSC 417 Multi-Engine Instructor Flight Training (2 credits)

*Prerequisite:* AVSC 303 and AVSC 400 and AVSC 413 and AVSC 414; and AVSC 416, which may be taken concurrently

This course covers the development of aeronautical skill and experience in multi-engine aircraft as well as acquisition of teaching proficiency from right seat of multi-engine airplane. One two-hour lecture/demonstration period weekly for one quarter. \* *Either semester*

## AVSC 471 Aviation Management (3 credits)

*Prerequisite:* AVSC 307 and AVSC 402 and AVSC 407 and senior status; or consent of instructor

This capstone course uses the tools and concepts mastered in each of the previous aviation courses to look at current business problems and topics related to the aviation industry.

## AVSC 485 Honors Thesis (3 credits)

*Prerequisite:* Open to all Commonwealth and Departmental Honors students and to others at the discretion of the instructor

This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee.

## AVSC 498 Internship in Aviation Science (3-15 credits)

*Prerequisite:* Consent of the department chairperson of aviation science; formal application required

Instructive endeavor in the aviation industry or an aviation related business, which complements the academic program. The student will receive meaningful and practical work experience conducted at an airline, a Fixed Base Operation (FBO), the FAA, an aviation consulting firm or other aviation related firms. *Either semester*

## AVSC 499 Directed Study in Aviation Science (1-3 credits)

*Prerequisite:* Junior status and consent of the department; formal application required

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## Other Approved Courses

- AVSC 102 Primary Flight II
- AVSC 103 Primary Flight III
- AVSC 201 Commercial Flight I
- AVSC 204 Instrument Flight II
- AVSC 205 Advanced Commercial and Instrument Flight
- AVSC 217 Air Traffic Control
- AVSC 350 Airport Management
- AVSC 415 Corporate Aviation Management

\*Additional fee required

- AVSC 416 Multi-Engine Instructor Ground School
- AVSC 430 Airport Operations
- AVSC 450 Human Factors in Aviation

## BIOLOGICAL SCIENCES (BIOE, BIOF, BIOL)

### BIOE 511 Advanced Biological Topics and Techniques (1-3 credits)

Designed for secondary education science teachers, this course is composed of three one credit "short courses." Short course topics will vary and will also serve the continuing needs of teachers for professional development. Possible topics could include whales of Massachusetts, isolation of plasmids, fungal genetics, spring migratory birds, freshwater macroinvertebrates of local ponds and streams, New England wetland plants, intertidal invertebrates, New England wildflowers, etc. This course may be repeated for different topics.

### BIOE 512 Advances in Biological Science (3 credits)

Designed for secondary education science teachers, this course will consist of a seminar covering a selected area of biology related to the curriculum frameworks and teaching in the schools. The seminar could cover one topic or several related topics in three-five week blocks per topic and could be team-taught. Some topics may be team-taught by a biology faculty member and a K-12 master teacher with appropriate background and qualifications, such as a PALMS science specialist. This course may be repeated for different topics.

### BIOE 513 Advances in Cell/Molecular Biology (3 credits)

This graduate-level course designed for secondary education science teachers will cover subject areas of cell and molecular biology. Possible subject area components could include molecular biology, techniques of molecular biology, microbiology, embryology, cytology, biological electron microscopy, the foundations of biology, biology of the fungi, virology, human genetics, advanced cellular biology and advanced developmental biology. This course may be repeated for different topics. *Laboratory may be included*

### BIOE 514 Advances in Biomedical/Physiological Biology (3 credits)

This graduate-level course designed for secondary education science teachers will cover subject areas of biomedical and physiological biology. Possible subject area components could include embryology, parasitology, neurobiology and advanced physiology. This course may be repeated for different topics. *Laboratory may be included*

### BIOE 515 Advances in Ecological/Environmental Biology (3 credits)

Designed for secondary education science teachers, this course will cover subject areas in ecological and environmental biology. This course may be repeated for different topics. *Laboratory may be included*



## **BIOF 508 Special Topics in Middle School Life Science (1-3 credits)**

This course is designed to accommodate one-credit modules, three-credit courses and workshops and institutes with variable credit in selected areas of middle school (grades 6-8) level life science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include classification of organisms, structure and function of cells, systems in living things, reproduction and heredity, evolution and biodiversity, living things and their environment, energy and living things and changes to ecosystems over time. Specific content will be developed to meet the assessed needs of teachers and the school districts. This course is designed to accommodate topics of teacher professional development under grant supported projects and school district supported projects as well as occasional credit offerings for middle school-level in-service and pre-service teachers. This course is repeatable for different topics.

## **BIOL 100 General Principles of Biology (4 credits)**

The biological principles at the cellular and organismal levels are discussed. The topics covered include cell structure, respiration, photosynthesis, osmosis, enzymes, DNA and protein synthesis, genetics, ecology and evolution. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester (CNSL)*

## **BIOL 102 Introduction to Zoology (4 credits)**

This course considers the zoological aspects of biology with emphasis on human systems. Topics include the chemical basis of life, the structure and physiology of cells, tissues, organs and organ-systems, embryonic development, heredity, evolution and ecology. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester (CNSL)*

## **BIOL 110 Biology: A Human Approach (3 credits)**

This course examines biological principles as they apply to the human biology and to the role of humans in nature. A study of different levels of organization leads to analysis of the structure and function of the major systems of the human body. Topics will include human heredity, evolution and ecology. *Spring semester (CNSN)*

## **BIOL 111 Human Heredity (3 credits)**

The principles of genetics, which are important to an understanding of the hereditary mechanism in humans. Individual differences in relation to gene-environment interaction and the role of heredity in society, behavior, health and disease. Primarily an elective for non-science majors.

## **BIOL 112 Biology and Human Thought (3 credits)**

The development of the fetal brain, its cellular structures and organization and the functions associated with various brain regions will be discussed. Major emphasis will be devoted to neuronal cell conduction and transmission and the cellular basis for movement, sensory activity, emotions, memory and language production. In addition, students will explore a variety of brain and neurological disorders. Three hours of lecture weekly.

## **BIOL 115 Microbial World and You (3 credits)**

This course considers microorganisms (bacteria, algae, fungi, protozoa, and viruses) and their interactions with humans. The principles and applications of environmental, industrial and medical microbiology are discussed. *Either semester (CNSN)*

## **BIOL 117 The Biological Environment (4 credits)**

The ecological relationship between humanity and the environment is discussed with a focus on biological issues. Topics dealing with humanity's past, present and future role in the ecosystem are discussed with such considerations as energy in ecosystems, biochemical cycles, populations, endangered species, acid precipitation, climate change, renewable resources and biodiversity. The course focus, examples and class discussion projects will be drawn from Canada, North America, or other regions as indicated by the college's course schedule for each semester offered. Three hours of lecture and one two-hour laboratory weekly. (CNSL)

## **BIOL 119 The Botanical World (3 credits)**

An introduction to the biology of plants, exploring their diversity, peculiar adaptations, associations with animals, practical uses and the profound effect they have had on modern civilization. (CNSN)

## **BIOL 121 General Biology I (4 credits)**

This core course in the Biology major is an introduction to the concepts of molecular and cellular biology, reproduction, metabolism, genetics and mechanisms of evolution. Three hours of lecture and one three-hour laboratory weekly. *Fall semester (CNSL)*

## **BIOL 122 General Biology II (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or equivalent*  
A survey of the major groups of organisms, their morphology, physiology, evolution and ecology. Three hours of lecture and one three-hour laboratory weekly. *Spring semester*

## **BIOL 128 The Biology of Human Sexuality (3 credits)**

The Biology of Human Sexuality is designed to introduce students to the basics of the human reproductive system. The students will develop a healthy understanding of sexuality, its role in society and how it applies to our daily life. Three hours of lecture per week. (CNSN)

## **BIOL 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*  
First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and



may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **BIOL 200 Cell Biology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or equivalent; and CHEM 131 or CHEM 141; and CHEM 132 or CHEM 142 or concurrent enrollment; or consent of instructor

This course is an introduction to the basic concepts in cell structure and cell physiology. Topics will include the function of cellular organelles, enzymes and cell metabolism, the synthesis of macromolecules and the flow of genetic information in the cell, including transcription and translation. Three hours of lecture and one three-hour laboratory period weekly. *Spring semester*

## **BIOL 225 Ecology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or equivalent; and CHEM 131 or CHEM 141 either taken previously or concurrently; or consent of instructor

Fundamentals of the interactions of populations, communities and ecosystems are investigated in lecture. Students will be acquainted with techniques of data gathering and analysis in ecology. Laboratory trips will allow students to investigate ecological communities in Southeastern Massachusetts. One all day Saturday field trip will be required as part of the lab. Three hours of lecture and one three-hour laboratory period weekly. *Fall semester*

## **BIOL 243 Systematic Botany (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; or consent of instructor  
Lecture presentations in the identification, naming and classification of higher plants. The laboratory will focus on acquiring skills in plant identification with an emphasis on the flora of Massachusetts. Three hours of lecture and one three-hour laboratory period weekly.

## **BIOL 251 Human Anatomy and Physiology I (4 credits)**

*Prerequisite:* BIOL 100 or BIOL 102 with a minimum grade of "B-"; or BIOL 121 or BIOL 122 with a minimum grade of "C-"; or consent of instructor

An intensive study of the biochemistry and cellular structures of tissues; the integumentary and skeletal systems; joints; fundamentals of the nervous system; the peripheral, central and autonomic nervous systems; the special senses; and heart activity. Three hours of lecture and one three-hour laboratory per week. *Fall semester*

## **BIOL 252 Human Anatomy and Physiology II (4 credits)**

*Prerequisite:* BIOL 251 or consent of instructor

An intensive study of the structure and function of the muscles and muscular system; circulatory system and blood; and the organ system including lymphatic, endocrine, respiratory, digestive and reproductive systems. Three hours of lecture and one three-hour laboratory per week. *Spring semester*

## **BIOL 284 Invertebrate Zoology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor

The biology of invertebrates from a phylogenetic standpoint with emphasis on taxonomy, morphology, physiology, development and natural history. Representatives of the principal classes of each phylum are studied. Three hours of lecture and three hours of laboratory weekly. *In alternate spring semesters, either BIOL 284 or BIOL 382 will be offered*

## **BIOL 293 Service-Learning in Biology (1 credit)**

*Prerequisite:* Successful completion of at least two biology courses, and either a minimum GPA in biology of 2.5 or an overall GPA of 2.5 and consent of the department

Service-learning includes community based experiences such as laboratory or occupational experience in conservation with state or local agencies as well as industrial, allied health, educational, medical, governmental, recreational or regulatory experience with other organizations outside of the college. This course is a pre-internship experience designed to combine field work with service for a total of 40 hours. Students will meet periodically with the course instructor to reflect on experiences and connect with curriculum content. No more than three credits may be used toward the biology major electives. Graded on a (P) Pass/(N) No Pass basis.

## **BIOL 297 Biometry (4 credits)**

*Prerequisite:* MATH 100 or MATH 141 or MATH 151; and BIOL 225 with a minimum grade of "C-" taken previously or concurrently; or consent of instructor

This course is an introduction to the general principles and use of statistical analyses in the biological sciences. Topics include probability theory, characterization of data with descriptive statistics, sampling error, elements of experimental design, and hypothesis testing, emphasizing the philosophy and assumptions of statistical analysis as well as the mechanics. The course uses SPSS as a computing tool and will require a final project. Three hours of lecture and one three-hour laboratory period weekly. (CQR)

## **BIOL 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit (CSYS)



## **BIOL 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **BIOL 320 Biochemistry (3 credits)**

*Prerequisite:* BIOL 200 with minimum grade of "C-"; CHEM 131-132 or CHEM 141-142; MATH 141; or consent of the instructor. A course in physiology recommended, e.g., BIOL 252, BIOL 280, BIOL 341 or BIOL 373

A study of the characteristics and metabolism of biological molecules. Topics include enzyme structure and function; techniques of enzyme study; anabolic and catabolic pathways and their regulation; and applications of thermodynamics and kinetics to biological systems. Three hours of lecture weekly.

## **BIOL 321 Genetics (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-" or equivalent; and BIOL 200 with a minimum grade of "C-" or equivalent; and CHEM 131-132 or CHEM 141-142; or consent of instructor

Analysis of the basic principles underlying heredity and the mechanisms involved in the replication, recombination, mutation, variation and expression of genetic material in representative plant, animal and microbial systems. Three hours of lecture and one three-hour laboratory period weekly. Fall semester

## **BIOL 325 Ichthyology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 225 with a minimum grade of "C-"; and CHEM 131 or CHEM 141 taken previously or concurrently; or consent of instructor

Lecture presentations in ichthyology will examine the key aspects of anatomy, sensory systems, organ systems, physiology and ecology of fishes. Emphasis will be placed on identification of New England freshwater and coastal fishes. Field investigations will focus on the behavior and ecology of the fish populations in the Taunton River system. Laboratory sessions will also include techniques of age and growth analysis for assessment of local fish populations, and basic identification of external and internal anatomy of various teleosts. Three hours of lecture and one three-hour laboratory per week.

## **BIOL 326 Marine Biology (4 credits)**

*Prerequisite:* BIOL 122 with a minimum grade of "C-"; and BIOL 225 with a minimum grade of "C-" or equivalent; or consent of instructor  
An introduction to the marine ecosystems with emphasis on factors involved in the growth, diversity, and distribution of populations occupying the marine habitats of the eastern Atlantic coast. Three hours of lecture and three hours of laboratory weekly. Offered once in three years

## **BIOL 327 Wetlands Biology (4 credits)**

*Prerequisite:* BIOL 225 with a minimum grade of "C-" or consent of instructor

A course that considers the values, functions, protection and recognition of wetlands. Field trips will allow students to investigate wetlands of Southeastern Massachusetts. Three hours of lecture and one three-hour laboratory period weekly. Offered alternate fall semesters

## **BIOL 328 Stream Ecology (4 credits)**

*Prerequisite:* BIOL 225 with a minimum grade of "C-"; and CHEM 131 or CHEM 141 taken previously or concurrently; or MATH 100 and MATH 141 or MATH 151 or consent of instructor

This course examines factors affecting the population size and distribution of aquatic organisms in streams and the biotic indices used to assess stream communities. Laboratory and field projects apply basic skills of organism identification, biotic indices and GIS to investigate aquatic communities of a local river. Three hours of lecture and one three-hour laboratory per week. Offered every other year in the fall semester (CWRM)

## **BIOL 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

Special topics in biology. Three hourly meetings weekly. BIOL 338 fall semester, BIOL 339 spring semester

## **BIOL 341 Plant Physiology (4 credits)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; and BIOL 200 with a minimum grade of "C-"; and CHEM 131-132 or CHEM 141-142; or consent of instructor

The growth and function of plants including cellular physiology, water relations, respiration, photosynthesis, nutrition, growth regulation and the influence of environment. Three hours of lecture and one three-hour laboratory period weekly. Fall semester

## **BIOL 350 Molecular Biology (4 credits)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"

This course will examine the molecular nature of biological processes. The structure and function of biological macromolecules will be examined along with the research methodologies and techniques currently utilized in this field. Six hours of lecture/laboratory weekly. Fall semester

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



## **BIOL 371 Histology (4 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

This course is a study of the microscopic anatomy of mammalian tissues and organs with emphasis on human materials. The study of prepared slides in the laboratory will serve as a basis for discussion of the interdependence of structure and function in the animal body. Three hours of lecture and one three-hour laboratory period weekly.

## **BIOL 372 Animal Behavior (3 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; or equivalent or consent of instructor*

This introduction to the study of animal behavior from the biological viewpoint covers such topics as drives and reflexes, animal communication, biological rhythms and migration. Emphasis will be placed, where applicable, on the relationships between animal and human behavior.

## **BIOL 373 Animal Physiology (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; and CHEM 131-132 or CHEM 141-142; or equivalents or consent of instructor*

Physiological principles concerned in irritability, contraction, circulation, gas exchange, excretion and hormonal regulation. Special focus will be placed on unique physiological features found in a variety of animals. Topics will vary and may include hibernation, echolocation, communication through pheromones, bioluminescence and migration. Three hours of lecture and one three-hour laboratory period weekly. *Alternate spring semesters*

## **BIOL 375 Immunology (3 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"; and BIOL 321 with a minimum grade of "C-"*

The immune system and its components, including their structure, function, genetics and ontogeny. Three hours of lecture weekly. *Offered alternate fall semesters*

## **BIOL 376 General Endocrinology (3 credits)**

*Prerequisite: BIOL 200 with a minimum grade of "C-"*

A survey of the morphology, ultrastructure, and physiology of endocrine glands and their hormones, in animals with special emphasis on humans, will be presented. The course will discuss the hormonal actions and their control on the cellular and organ level. Three hours of lecture weekly.

## **BIOL 382 Comparative Chordate Anatomy (4 credits)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor*

An ontogenetic and phylogenetic survey of chordate gross anatomy, supplemented by laboratory dissections of representative species. Emphasis is placed on ecomorphology and the changes in chordate structure and biology of chordates that comprise their evolution, with an analysis of the significance of these changes in light of our modern knowledge of evolution. Two hours of lecture and one three-hour laboratory period weekly. *In alternate spring semesters, either BIOL 382 or BIOL 284 will be offered*

## **BIOL 396 Research Problems in Biology (1-3 credits)**

*Prerequisite: Not open to freshmen. Acceptance by the supervising faculty member*

The student will conduct an individual research experience over one semester or multiple semesters in collaboration with a faculty member. At the end of each semester, a written progress report must be submitted for review by the supervising faculty member and a presentation is made to the biology faculty and students. The course may be repeated and up to 3 credits can be used toward a concentration elective in biology.

## **BIOL 408 The Biology of Marine Mammals (3 creditst)**

*Prerequisite: BIOL 122 with a minimum grade of "C-" or equivalent; or consent of instructor*

An introductory course in the study of marine mammals. Topics to be covered include the evolution, classification, distribution, life histories, anatomy, morphology, behavior and ecology of marine mammals. We will consider the role of marine mammals in marine ecosystems and the interaction between marine mammals and humans. Three hours of lecture weekly.

## **BIOL 420 Limnology (4 creditst)**

*Prerequisite: BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and CHEM 132 or CHEM 142, MATH 100 or MATH 141 or MATH 151; or consent of instructor*

Limnology examines the interaction of physical and chemical processes in freshwater ecosystems and how they influence populations of freshwater organisms. Laboratory exercises will focus on a field project requiring sampling and analysis of water chemistry, bacteria, phytoplankton, zooplankton and macroinvertebrates. Students must expect to spend extra time outside of class on the collection and analysis of laboratory project data. Two hours of lecture and one four-hour laboratory session per week.

## **BIOL 422 Biological Evolution (3 creditst)**

*Prerequisite: BIOL 321 with a minimum grade of "C-" or consent of instructor*

This course covers the theory of evolution and the operation of evolutionary forces as related to modern taxonomy, with emphasis on such topics as mutation, variation, hybridization, ploidy, isolation, natural selection and population genetics. Three hours of lecture weekly. *Offered alternate years, spring semester*

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **BIOL 423 Biological Invasions (3 credits)**

*Prerequisite:* BIOL 122 with a minimum grade of "C-" or consent of instructor

This course will examine the spread of invasive organisms. It will focus on the biology of organisms that alter ecosystems; endanger public health, local economies and traditional cultures; and their vectors of dispersal and management. Three hours of lecture weekly. *Spring semester*

## **BIOL 425 Population Ecology (4 credits)**

*Prerequisite:* BIOL 122 with a minimum grade of "C-" or equivalent; and BIOL 225 with a minimum grade of "C-"; and BIOL 321 with a minimum grade of "C-"; or consent of instructor

The dynamics and evolution of populations. Topics to be covered include models in population biology, population growth, density dependent and density independent growth, population genetics, evolution of life histories, species interactions, competition, predator-prey interactions, host-parasitoid interactions, disease and pathogens, and population growth and regulation. Three hours of lecture and three hours of laboratory weekly.

*Either semester*

## **BIOL 428 Microbiology (4 credits)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"; and BIOL 321 with a minimum grade of "C-"

An introduction to the diversity of microorganisms with emphasis on bacterial growth and metabolism, microbial ecology and host/microbe interactions including infectious disease. Three hours of lecture and one three-hour laboratory period weekly. *Spring semester (CWRM)*

## **BIOL 430 Embryology (4 creditst)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"

A study of developmental processes at different levels of organization with emphasis on animal development. Topics include gametogenesis, fertilization, early embryonic development, organogenesis, differentiation, growth and regeneration. Three hours of lecture and one three-hour laboratory period weekly. *Offered alternate years, spring semester*

## **BIOL 434 Biological Electron Microscopy (3 creditst)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-" or consent of instructor

An introduction to the techniques of tissue preparation including fixation, dehydration and embedment procedures, followed by sectioning and staining, practical use of the electron microscope and interpretation of electron photomicrographs. Basic principles of tissue preparation and applications of electron microscopy will be stressed. One hour of lecture and one four-hour laboratory period weekly. *Spring semester*

## **BIOL 436 Mammalian Reproductive Physiology (4 credits)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"; plus one of the following: BIOL 252, BIOL 280, BIOL 373; or consent of instructor

This course is designed to introduce mammalian reproduction from a physiological perspective. The goal is to provide a functional understanding of the physiological bases for reproductive events in vertebrates, emphasizing mammals. Three hours of lecture and three hours of laboratory per week.

## **BIOL 450 Virology (3 creditst)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"; and CHEM 131-132 or CHEM 141-142

This course is an introduction to the study of viruses including bacteriophages and animal viruses. Viral structure and mechanisms of action are considered at the molecular level, and emphasis is placed on viral replication strategies. Three hours of lecture weekly.

## **BIOL 472 Human Genetics (3 creditst)**

*Prerequisite:* BIOL 321 with a minimum grade of "C-" or consent of instructor

The course investigates general principles of genetics as applied to humans. Emphasis will be placed on human genome analysis, pedigree construction and analysis, diagnosis and treatment of genetic diseases, gene mapping, cytogenetics of normal and aberrant genomes and population genetics. Three hours of lecture weekly. *Offered every other year*

## **BIOL 475 Parasitology (4 creditst)**

*Prerequisite:* BIOL 428 with a minimum grade of "C-" or consent of instructor

The relationships between parasitic microorganisms and their hosts will form the basis for this course. We will study both protozoal and multicellular parasites of animals and humans, mechanisms of disease, host defenses and public health aspects of control and treatment with strong emphasis on the medical/veterinary and global public health aspects of this area of biology. The course will include student independent investigation of the biochemical and immunologic advances of the last three decades through reading of the primary literature, and oral presentation of a topic based on this investigation. Three hours of lecture and one three-hour laboratory per week. *Offered every other year*

## **BIOL 482 Neurobiology (4 creditst)**

*Prerequisite:* BIOL 200 with a minimum grade of "C-"; and BIOL 251 or BIOL 373; or equivalent or consent of instructor

Nervous system ultrastructure, and the chemical and physiological properties of mammalian nerve cells will be discussed. Topics will include an examination of cell types, membrane potentials, synaptic transmission, embryonic development, growth and aging. Sensory and motor functions of nerves; reflex mechanisms; autonomic nervous functions; and central nervous system functions such as emotions, learning and memory, regulation of biological clocks and autonomic functions will be covered. Three hours of lecture and three hours of laboratory weekly. *Offered every third year*



## **BIOL 485 Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **BIOL 490 Special Topics in Biology (1-3 credits†)**

*Prerequisite:* BIOL 121 with a minimum grade of "C-" or BIOL 100 or BIOL 102 with a minimum grade of "B-"; and BIOL 122 with a minimum grade of "C-"; other prerequisites may be required

Various specialized or experimental offerings in biology will be offered from time to time as either three-credit courses or short courses of one or two credits. Each course may be lecture, laboratory or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one biology elective.

## **BIOL 497 Undergraduate Biological Research (3 credits)**

*Prerequisite:* Sophomore, junior or senior standing and acceptance by the supervising faculty member

Students who are accepted by a faculty member as a participant in an undergraduate laboratory or field research project enroll in this course. Projects entail substantial research in the faculty member's biological subdiscipline and are publicized as student research positions become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the biology department. *Offered every semester*

## **BIOL 498 Internship in Biology (3-15 credits)**

*Prerequisite:* Consent of the department

Internships include research laboratory or occupational experience in industrial, allied health, educational, medical, governmental, recreational, regulatory or other organizations outside of the college. No more than six credits may be used toward the biology major electives. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## **BIOL 499 Directed Study in Biology (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## **BIOL 502 Research (credit to be arranged)**

*Prerequisite:* Consent of the department; formal application required

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **BIOL 503 Directed Study (credit to be arranged)**

*Prerequisite:* Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

## **Other Approved Courses**

BIOF 501 Characteristics of Organisms  
BIOF 502 Diversity and Adaptation of Organisms  
BIOF 503 Heredity, Reproduction and Development  
BIOF 504 Ecosystems and Organisms  
BIOF 505 The Biology of Fresh Waters  
BIOF 506 Applied Biology for the Laboratory  
BIOF 507 Special Topics in Elementary Life Science  
BIOL 135-136 Freshman Honors Colloquium  
BIOL 280 Human Physiology  
BIOL 286-287 Sophomore Honors Colloquium  
BIOL 390 Introduction to Pharmacology  
BIOL 480 Tropical Field Ecology  
BIOL 504 Advanced Seminar in Selected Modern Biological Topics

# CHEMICAL SCIENCES (CHEM)

## **CHEM 100 Computers in Chemistry (2 credits)**

This course provides students with an introduction to the use of computer applications for doing and communicating chemistry. (It is equally useful for other science majors.) Topics covered include the use of both general purpose (word processors and presentation graphics) and specialized (including two- and three-dimensional molecular graphics programs) applications for communicating technical information. Other topics covered include an introduction to molecular modeling and the technical applications of spreadsheets and databases.

## **CHEM 102 Chemistry in Everyday Life (3 credits)**

A selection of topics from the multitude of chemical and nuclear reactions encountered in the everyday life of the modern person will be presented through lectures and demonstrations. Topics such as the following may be included: evaluation of energy alternatives, radioactive isotopes in diagnosis and treatment of disease, risk-to-benefit evaluation of food additives and environmental impact of chemical waste disposal. *Either semester (CNSN)*

## **CHEM 131 Survey of Chemistry I (4 credits)**

## **CHEM 132 Survey of Chemistry II (3 credits)**

*CHEM 131 is prerequisite to CHEM 132*

This sequence of courses surveys the broad range of topics that comprise the field of chemistry. Topics covered first semester include atomic structure, chemical bonding, states of matter, solutions, chemical reactions (with an emphasis on acid/base reactions) and nuclear chemistry. Topics covered in the second semester include the structure, nomenclature and reactions of organic molecules, enzymes, and the basics of metabolism (concentrating on energy producing pathways). This sequence is



designed for students requiring a yearlong course in chemistry, but who are not planning further study in chemistry (except for instrumentation, CHEM 250). CHEM 131 (4 credits) entails three hours of lecture and one three-hour laboratory weekly. (CNSL) CHEM 132 (3 credits) entails three hours of lecture each week. (CNSN) CHEM 131 both semesters, CHEM 132 spring semester only

## **CHEM 135-136 Freshman Honors Colloquium** (1 credit each semester)

*Prerequisite:* Open to all-college honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. CHEM 135 fall semester, CHEM 136 spring semester

## **CHEM 141-142 Chemical Principles I-II** (4 credits for each semester)

CHEM 141 is prerequisite to CHEM 142

Theoretical inorganic chemistry will be studied with emphasis on mass-energy relationships in terms of structure and physical laws. Laboratory work emphasizes quantitative techniques. Three hours of lecture and four hours laboratory weekly. CHEM 141 fall semester, CHEM 142 spring semester (CNSL; CQR)

## **CHEM 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **CHEM 241 Quantitative Chemical Analysis (3 credits)**

*Prerequisite:* CHEM 142

The classical and modern methods for the quantitative analysis of organic and inorganic compounds, including volumetric, gravimetric, spectroscopic and chromatographic methods. Topics covered include acid-based, solubility and complex-formation equilibria, as well as an introduction to spectroscopy and chromatography. Two hours of lecture and five hours of laboratory weekly. Offered every other spring semester

## **CHEM 242 Intermediate Inorganic Chemistry** (3 credits)

*Prerequisite:* CHEM 142

The descriptive chemistry, as well as synthesis and reactions, of non-transitional elements and their compounds are studied systematically. Correlations of structure and properties are explained on the basis of modern theories. Fall semester

## **CHEM 250 Instrumentation (3 credits)**

*Prerequisite:* CHEM 132 or CHEM 142 or consent of instructor

The physical chemistry basic to modern analytical instrumentation will be discussed as the basis for the study of instrumental analysis. Two hours of lecture and one two-hour laboratory period weekly. Offered once in three years, spring semester

## **CHEM 286-287 Sophomore Honors Colloquium** (1 credit for each semester)

*Prerequisite:* Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. CHEM 286 fall semester, CHEM 287 spring semester

## **CHEM 290 Environmental Chemistry (3 credits)**

*Prerequisite:* CHEM 142

A one-semester course covering the basic principles of aquatic chemistry, atmospheric chemistry, and the chemistry of the geosphere. Topics include energy and the environment, water pollution, water treatment, air pollution, photochemical smog, global warming, the ozone hole and an introduction to "green" chemistry. Offered once in two years, spring semester

## **CHEM 298 Second Year Seminar (Speaking Intensive)** (3 credits)

*Prerequisite:* \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## **CHEM 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **CHEM 341-342 Organic Chemistry I-II (Non-Lab) (3 credits each summer session)**

*Prerequisite:* CHEM 142 or consent of instructor is prerequisite to CHEM 341; CHEM 341 is prerequisite to CHEM 342

This course provides the lecture portion independent of the laboratory of CHEM 343-344 Organic Chemistry I and II. CHEM 341 and CHEM 342 are offered summer only

## **CHEM 343-344 Organic Chemistry I-II (4 credits for each semester)**

*Prerequisite:* CHEM 142 or consent of instructor is a prerequisite to CHEM 343; CHEM 343 is a prerequisite to CHEM 344

An introductory course in organic chemistry organized in terms of the structure of organic compounds, mechanism of organic and biorganic and environmental chemistry. The laboratory includes an elementary, middle, and high school Chemistry OutReach project for students interested in science teaching careers. Three hours of lecture and four hours of laboratory weekly. CHEM 343 is a prerequisite to CHEM 344. The lecture portion of this course may be taken independent of the laboratory under CHEM 341 Organic Chemistry I (Non-Lab) (three credits) and CHEM 342 Organic Chemistry II (Non-Lab) (three credits). CHEM 341 and CHEM 342 are offered summers only

## **CHEM 381-382 Physical Chemistry I-II (4 credits for each semester)**

*Prerequisite:* CHEM 142 and MATH 152 or MATH 142 and consent of instructor is a prerequisite to CHEM 381; CHEM 381 is a prerequisite to CHEM 382

The laws governing the physical and chemical properties of substances. CHEM 381 covers thermodynamics and kinetics, while CHEM 382 focuses on molecular spectroscopy and quantum chemistry and statistical mechanics. Three hours of lecture and one four-hour laboratory period weekly.

## **CHEM 390 Research Problems in Chemistry (1-3 credits)**

*Prerequisite:* CHEM 344 and CHEM 382 and consent of the department

The student will work on a research project under the direction of a faculty member. A written report (see department office for preparation guide) must be submitted to the department chairperson by the end of the final exam period. This course may be repeated for up to six credits. Graded on a (P) Pass/(N) No Pass basis.

## **CHEM 440 Advanced Organic Chemistry (3 credits)**

*Prerequisite:* CHEM 344 and CHEM 382 or consent of instructor  
Selected topics in advanced organic chemistry, such as physical organic chemistry, alicyclic and heterocyclic chemistry, natural products and advanced synthetic methods.

## **CHEM 444 Advanced Inorganic Chemistry (3 creditst)**

*Prerequisite:* CHEM 344 and CHEM 382; CHEM 382 may be taken concurrently

The topics of group theory, stereochemistry, ligand field theory, molecular orbital theory, synthesis and kinetics of reactions as applied to transition metal elements will be treated in detail. Hours arranged. Spring semester

## **CHEM 450 Instrumental Analysis (3 creditst)**

*Prerequisite:* CHEM 382, which may be taken concurrently

Theory and practical application of instrumental methods as applied to chemical analysis, including pH measurements, electro-deposition, potentiometry, crystallography, mass spectrometry and spectroscopy. Two hours of lecture and one four-hour laboratory period weekly. Fall semester

## **CHEM 461 General Biochemistry I (4 creditst)**

*Prerequisite:* CHEM 344 or consent of instructor

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture and one three-hour laboratory period weekly. Fall semester

## **CHEM 462 General Biochemistry II (3 credits)**

*Prerequisite:* CHEM 461

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture weekly. Spring semester

## **CHEM 466 Advanced Biochemistry Laboratory (2 creditst)**

*Prerequisite:* CHEM 461

A study of special laboratory techniques used in biochemical research such as chromatography, enzymology, radiochemical techniques, electrophoresis and metabolic pathways. An individual project will complete the laboratory. One hour of laboratory discussion and three hours of laboratory weekly. Spring semester



## **CHEM 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **CHEM 490 Special Topics in Chemistry (3 credits)**

*Prerequisite: CHEM 382 or consent of instructor*

Special Topics in Chemistry will deal with various topics at the "cutting edge" of chemistry. The course will stress the current literature as the "text." Assessment will be based primarily on writing assignments. Since the topic will change each time the course is offered, please see the course schedule for the current topic. *Spring semester*

## **CHEM 492 Laboratory Techniques (3 credits†)**

*Prerequisite: CHEM 344 and CHEM 382*

Special techniques used in the research laboratory, such as glass-blowing, vacuum line technique, vacuum distillation, dry-box operations and advanced synthetic methods. Hours arranged. *Fall semester*

## **CHEM 498 Internship in Chemical Sciences (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*  
Laboratory experience in industrial or government laboratories, regulating agencies or academic laboratories at other institutions. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## **CHEM 499 Directed Study in Chemistry (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **CHEM 560 Special Topics in Chemistry (variable credit)**

The course will cover special topics of current relevance in chemistry education. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

## **Other Approved Courses**

CHEM 338-339 Honors Tutorial

CHEM 502 Research

CHEM 503 Directed Study

CHEM 512 Microcomputers as Laboratory Instruments

CHEM 550 Chemistry and the Environment

## **GENERAL COUNSELING (CNGC)**

### **CNGC 500 Research and Evaluation (3 credits)**

This course is designed to help prepare counselor education students who intend to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor as practitioner-scientists. The purpose of this course is to provide a framework for counselors to evaluate the efficacy of research studies that have implications for the practice of counseling. Students will become familiar with research methods, statistical analysis, needs assessment and program evaluation as it relates to the counseling profession. Students will be exposed to ethical and legal considerations, diversity and equity as it relates to conducting research in counseling.

### **CNGC 502 Research (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in counseling in collaboration with a faculty member. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

### **CNGC 503 Directed Study (1-6 credits)**

*Prerequisite: Completion of 15 approved graduate credits and acceptance in the counseling program; consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in the counseling field or engage in fieldwork in addition to what is required in each program option. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

### **CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)**

This course provides students who intend to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor with an orientation to the field of counseling. Students will be exposed to various employment opportunities and settings in the counseling profession. Central to this course will be an ongoing self-evaluation of the students' attitudes, values, interpersonal skills and motives for choosing counseling as a potential profession. The student will be provided with an overview of the core requirements and competencies necessary to become a counselor. Threaded throughout this course and each counseling program option are competencies in technology, professionalism and multiculturalism.



**CNGC 520 Group Experience (0 credit)**

All matriculated MEd counselor education students are required to participate in a confidential, small-group experience provided by the department. This non-graded, eight-session activity will be facilitated by a licensed clinician who is not a member of the faculty and will provide counselors-in-training with direct experience as a member of a group. Completion of this requirement is a prerequisite for the Advanced Applied Counseling Course. This course is graded on an (P)Pass/(N)No Pass basis.

**CNGC 528 Counseling and Development (3 credits)**

This course will introduce the counselor education student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor, to counseling theory and practice in the context of human development, culture, and other contextual factors. Diversity will be broadly defined and include, but not be limited to ethnicity, race, spirituality, gender, SES, and sexual orientation. The major counseling theories will be examined with respect to their overall worldview, underlying value systems and related compatibility with mainstream and disenfranchised populations, their perspective on human development and clinical application. Although primary course emphasis will be on counselor self-reflection and working with individual clients, secondary focus will be on ecological/system approaches and prevention strategies.

**CNGC 529 Multicultural Counseling (3 credits)**

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. For the counseling student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: LMHC, School Social Worker/School Adjustment Counselor, or School Counselor. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient client population-specific issues related to the life experiences and world view of the culturally different client and how such experiences impact on the counseling relationship and therapeutic process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with disenfranchised populations will be explored. Traditional and nontraditional culturally-consonant counseling approaches will also be discussed.

**CNGC 532 Psychological Assessment (3 credits)**

*Prerequisite: CNGC 510*

This course will examine the basic principles and components of individual and group psychological assessment and is designed for the counselor education student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor. The student will be introduced to the most commonly used assessment tools and practices for measuring intelligence, achievement, aptitude, interest, career and personality. Basic concepts of standardized testing and statistical concepts such as measures of central tendency, variability, norm and criterion referenced tests and types of reliability and validity will be explained for each test discussed. Critical issues and procedures such as technology, ethical, diversity and multicultural aspects related to the administration, scoring, interpretation and report writing for individual and group tests will be emphasized.

**CNGC 535 Applied Counseling: Adolescent-Adult (3 credits)**

*Prerequisite: CNGC 510 and CNGC 528*

Awareness of characteristics and behaviors that influence the helping process will be explored, such as developmental issues, multicultural, ascribed and achieved personality characteristics. Students who intend to work with adolescents and/or adults in school, mental health or student affairs settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor will develop basic interviewing and counseling skills for the purpose of establishing a therapeutic relationship, diagnosis of client problems and implementing appropriate counseling treatment goals within the ethical guidelines.

**CNGC 536 Applied Counseling: Pre-Adolescent (3 credits)**

*Prerequisite: CNGC 510 and CNGC 528*

This course is designed to assist the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Counselor, with learning effective therapeutic techniques for working with young children. The course will examine developmental child psychopathology from a constructivist perspective. Using this model, various approaches to child therapy and collaboration skills will be applied and evaluated. No preferred treatment modality will be espoused; rather, students will be expected to make use of a combination of techniques and integrate various forms of intervention. Moreover, diversity, psychological development, technology and professionalism will be integrated throughout the course.



## **CNGC 538 Group I: Theory and Process of Group Interaction (3 credits)**

*Prerequisite:* CNGC 510 and CNGC 528; or PSYC 509; and matriculation in the MEd or CAGS or Post-Masters program in counseling or MA in Psychology program

Group I is an experiential course designed to provide students who intend to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: LMHC, School Social Worker/School Adjustment Counselor or School Counselor, with the opportunity to co-facilitate, participate, observe and analyze group process. Emphasis will be placed on the synthesis of leadership, membership and purpose, as well as the evaluation of the appropriateness of various types of groups and counseling applications.

## **CNGC 539 Introduction to Career Counseling (3 credits)**

This course will review concepts, issues, trends and tools as they relate to career development. It is designed to consider the role of the professional counselor in the career decision-making process embedded within lifestyle and life-stage factors. Topics will include, but not be limited to, career development theory, career assessment tools, interest, skills and personality inventories, career resource materials, technology and the implementation of career counseling strategies.

## **CNGC 542 Group II: The Facilitation of Group Experience (3 credits)**

*Prerequisite:* CNGC 538

Group II is an advanced-level course that provides students with an opportunity to enhance their group counseling skills and repertoire as well as increase their ability to apply theory to practice. This course uses both experiential and discussion methods of teaching to facilitate learning.

## **CNGC 544 Introduction to Reality Therapy (3 credits)**

This course is designed to bring about an awareness and an understanding of the philosophy and basic concepts of Reality Therapy. Modalities of learning will include the following: didactic presentation, role-play, lecture and group process.

## **CNGC 560 Special Topics in Counseling (3 credits)**

*Prerequisite:* Dependent on topic

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

## **CNGC 561 Grief Counseling (3 credits)**

Introduction to the theory and application of grief models as they apply to individuals and families, including techniques and strategies to assist clients and students dealing with issues related to grief and loss in a variety of settings (school, mental health, college/student affairs). The course will stress the importance of the professional counselor's self-awareness and counselor impact on the therapeutic process, as well as the role of ritual, spirituality and multicultural perspectives on grief. At the core of the course will be a respect for the "client's" cultural contextual,

a recognition of the importance of culture and other critical intervening factors on the counseling and grief process, and the maintenance of high ethical standards.

## **CNGC 563 Psychopharmacology for Nonmedical Professionals (3 credits)**

This course is for the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor or School Counselor. It examines modern medication treatments for psychological disorders, including schizophrenia, mania, depression, and anxiety. Additional problems such as ADHD/ADD, steroids, alcohol and cigarette dependency, street drugs and inhalants will be examined. Types of medications reviewed are the following: antipsychotics, antidepressants, antianxiety, sedative-hypnotics, over-the-counter and herbal alternatives are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions.

## **CNGC 567 Marital and Family Therapy (3 credits)**

This course is an examination of schools of family systems and treatment intervention options. Attention will be given to the history and development of marital family therapy, current schools of therapy, intervention strategies and the role of the counselor in marital and family work. Professional standards for marital and family therapy will be reviewed.

## **CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)**

This course is for the counseling student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/Adjustment Counselor, or School Counselor. It will explore the wide variety of factors in society and the community that affect the well-being of the client in school, agency/community, and higher education settings. Emphasis will be on addressing human problems through community counseling and consultation within a framework of multiculturalism, professional standards and equity, and using technology to enhance the development and delivery of community counseling interventions. Topics include consultation, referral, program development, intervention strategies, outreach, general systems theory, community counseling, person/environment "fit" and action/evaluation research.

## **CNGC 610 Counselor Supervision: Principles and Practice (3 credits)**

This advanced-level course will provide the student with an overview of the varied principles and practices of counselor supervision. Supervision is examined from an administrative and clinical paradigm. Furthermore, topics related to supervision such as diversity, gender, personal/professional development, counseling theory and ethics will be covered. Central to the course will be the development of the skills and knowledge requisite to becoming an effective supervisor in the counseling profession. An ongoing self-evaluation of supervisor's attitudes, values, skills, personality and roles as a supervisor will be examined.



## **CNGC 620 Multicultural Counseling II (3 credits)**

*Prerequisite: CNGC 529 or graduatelevel multicultural counseling course*

This advanced-level, competency-based course is designed for professional counselors and advanced-level graduate students in counseling who are interested in increasing their knowledge and skill in the fourth "force" of counseling — Multicultural Counseling and Therapy. Emphasis will be on operationalization of the components of multicultural competence as identified by the American Counseling Association. Primary focus will be on increasing knowledge and skills in the areas of assessment, intervention planning, and service delivery, understanding and effectively responding to bias and hate incidents and crimes, facilitating "praxis" consultation, legal and ethical issues, and continued self-awareness/professional development in this area. Students will also develop a diversity-related philosophy statement and technology product to be included in their counseling portfolio.

## **CNGC 625 Enhancing Counseling and Prevention through Technology (3 credits)**

*Prerequisite: Graduate-level applied-technology course*

This advanced-level course is designed for professional counselors and advanced-level graduate students in counseling who are interested in increasing their knowledge and skill in the ways technology can be used to develop, deliver and evaluate counseling and prevention services, materials and programs. The course will build upon the student's earlier courses and experiences and will primarily focus on competency and skill-building to increase student effectiveness in this area. Emphasis will be on readily available software applications whose use can be modified to enhance and customize counseling interventions, as well as those which are integral to the functioning of the school counselor and in which familiarity and initial competency is expected by school systems. Topics will include use of the Internet, scheduling programs, record keeping systems, presentation and publishing software applications, career and college exploration, developing customized computer-generated counseling materials, electronic mail, data management, photo/graphic editing and importing, multimedia applications and Web pages/Web sites. Legal and ethical issues related to the use of technology, as well as diversity issues will be threaded throughout the course. All topics will be explored from a guidance and counseling perspective. Much of the work for the course will take place within population-specific small groups.

## **CNGC 630 Child and Adolescent Psychopathology (3 credits)**

This advanced-level course for the professional school counselor will examine the nature, etiology, consequences, and prevention/treatment of the major emotional issues/disorders of children and adolescents. Childhood behavior will be considered from a developmental viewpoint for counselors in the school and the community and will include emotional problems of children as well as psychological disorders. Primary emphasis will be on

understanding the psychological factors that constitute difficulties in children's academic, social and personal development. This course will also provide an examination of the classification, diagnostic criteria, and differential diagnosis according to the current *Diagnostic and Statistical Manual of the Mental Disorders* (DSM).

## **CNGC 660 Special Topics in Counseling (1-3 credits)**

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

## **Other Approved Courses**

CNGC 571 Practicum: School Guidance Counselor (PreK-8)

CNGC 572 Practicum: School Guidance Counselor (5-12)

CNGC 592 Internship in Student Affairs Counseling

## **MENTAL HEALTH COUNSELING (CNMH)**

### **CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues (3 credits)**

This course, which is for the graduate counseling student who intends to work in mental health or PreK-12 settings, and who is seeking licensure as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, will examine the current trends in the area of ethical and legal issues that affect the professional counselor, as well as the process of ethical decision-making. Legal and ethical issues dealing with informed consent, confidentiality, duty to warn, neglect and abuse, family rights and special education will be among the topics to be studied. Ethical standards of the ACA and codes germane to specific counseling associations will be reviewed and discussed. Guidelines and competencies for working with multicultural and other special populations will also be examined.

### **CNMH 564 Theories of Psychological Development (3 credits)**

This course will examine traditional and contemporary theories of psychological development. Each theory will be examined from a multicultural perspective. Students who intend to work in mental health, or PreK-12 settings, and who may also be seeking licensure as either an LMHC, School Social Worker/ School Adjustment Counselor or School Counselor, will learn how to apply psychological theories of development in assessing client issues and formulate appropriate interventions.

### **CNMH 568 Psychopathology (3 credits)**

*Prerequisite: CNGC 510 and CNGC 528*

This course will provide an examination of the classification system, diagnostic criteria, and differential diagnosis according to the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Attention will be given to issues of diversity, etiology and treatment options.



## **CNMH 570 Advanced Applied Counseling: Mental Health Counselor (3 credits)**

*Prerequisite: CNGC 510 and CNGC 528 and CNGC 535 and CNMH 534 and CNMH 568 and CNGC 520 and a practicum application approved by the Director of Fieldwork and Training*

This course includes a minimum of 100 hours of field experience and is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

## **CNMH 571 Internship: Mental Health Counselor (3-12 credits)**

*Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 534 and CNMH 568; and CNMH 570 or CNMH 580; and a fieldwork application approved by the Director of Fieldwork and Training*

This variable-credit fieldwork experience is for the advanced counseling graduate student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and/or a School Social Worker/School Adjustment Counselor. Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 900 hours of fieldwork at a mental health site. Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12-credit semester option is not available when interning at an educational site. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. This experience may be repeated up to six times for a minimum total of 18 credits. All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR).

## **CNMH 580 Advanced Applied Counseling: Mental Health Counselor - Dual License (3 credits)**

*Prerequisite: CNGC 510 and CNGC 528 and CNMH 534 and CNGC 535 and CNMH 568 and a practicum application approved by the Director of Fieldwork and Training*

This course includes a minimum of 100 hours of field experience and is designed to provide the advanced counseling student who intends to work in mental health or PreK-12 settings, and who is seeking licensure as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of clinical supervision audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

## **CNMH 582 Internship: Mental Health Counselor - Dual License (3-9 credits)**

*Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 534 and CNMH 568; and CNMH 570 or CNMH 580; and a fieldwork application approved by the Director of Fieldwork and Training*

This variable-credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and a School Social Worker/School Adjustment Counselor. Students pursuing dual licensure must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars over their 900 total hours/18 credits of fieldwork experience. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. This experience may be repeated up to three times for a minimum total of nine credits. All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by both the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR) and the Massachusetts Department of Education for a School Social Worker/School Adjustment Counselor.



## **CNMH 671 CAGS Internship: Mental Health Counselor (3-9 credits)**

*Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 570 and a fieldwork application approved by the Director of Fieldwork and Training*

This variable-credit fieldwork experience is for the advanced CAGS in Mental Health Counseling student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC). Students may work 10-30 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum total of two seminars. Students must submit an application by the first week of April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits. *All fieldwork sites must conform to the current licensing regulations including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR).*

### **Other Approved Courses**

CNMH 572 Internship II: Mental Health Counselor  
CNMH 573 Internship III: Mental Health Counselor  
CNMH 583 Internship III: Mental Health Counselor School Based  
CNMH 672 Internship II: Mental Health Counselor

## **STUDENT AFFAIRS COUNSELING (CNSA)**

### **CNSA 520 Ethical, Legal and Professional Issues in Student Affairs (3 credits)**

This course is designed to provide students with an in-depth exploration of ethical, legal, and professional issues relating to student affairs practice, including but not limited to confidentiality, student privacy, contracts, technology/the Internet, boundaries and dual/multiple relationships, record keeping, supervision of paraprofessional undergraduate/graduate student staff, mental health issues of college students, and professional practice in student affairs. Students will acquire knowledge on ethical reflection and the core ethical principles in student affairs practice. Students will also learn models that infuse multicultural and diversity issues throughout the ethical decision-making process. Students will gain awareness on how legal issues impact student affairs practice and policy development. Students will learn how to manage organizations and structures within student affairs and higher education, and foster collaborative approaches with key campus constituents and administrators.

### **CNSA 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)**

This course is designed to provide students with an overview of the student affairs profession, its historical foundations, and its roles and functions. The course will address the college and university settings where the profession is practiced, as well as the skills and competencies needed by practitioners to address student development issues. The course will explore the relationship between academic and student affairs and the importance of applying student development theory to practical applications with college students. Students will be exposed to current issues regarding student affairs in higher education. Topics covered in the course include (but are not limited to) institutional mission, organization and administrative models in higher education, training and supervision of staff, program planning and ethical and legal issues in higher education, fiscal and budget management, and good practice in student affairs. *(Formerly CNHE 523)*

### **CNSA 525 Student Affairs Administration (3 credits)**

This course is designed to provide students with an overview of student affairs and higher education administration practice. The course will address the various administrative functions for student affairs administrators, such as fiscal and budget management, organizational development, supervision, training, and evaluation of graduate and paraprofessional staff, program planning, needs assessment, fostering partnerships between academic and student affairs, and ways to integrate student development theory into administration policy and development. Students will discuss ways that administrative decision-making impacts student well-being and campus environments and how policies and procedures are created.

### **CNSA 530 Applied Counseling for Student Affairs Professionals (3 credits)**

This course is designed to acquaint students with the counseling skills, interventions and techniques that are used within a student affairs setting. Through lectures, discussions, role-plays, demonstrations and videotaped vignettes, students will develop the skills and the conceptual frameworks that are necessary for effective counseling with college students. Students will learn basic crisis intervention strategies in order to effectively respond to a variety of mental health-related issues on campus. Students will discuss appropriate referral procedures and ways to foster critical collaborative relationships with institutional and community resources. Professional ethics, legal standards, technology, developmental theories and multicultural competencies will be integrated within the practice of counseling in a student affairs capacity.

### **CNSA 551 Student Development Theory in Higher Education (3 credits)**

This course is an introduction to student development theory and related developmental issues encountered by students in higher education settings. This course will cover developmental issues, such as racial, sexual, gender, cognitive, ethical and emotional identity development. Students will learn how to apply developmental theories to direct student affairs practice. Basic concepts, philosophies and current models, practices and issues in the field will be studied. *(Formerly CNHE 551)*



## **CNSA 560 Special Topics in Student Affairs (1-3 credits)**

This variable credit course provides students with an opportunity for in-depth exploration of a current topic in student affairs. Relevant theory will be discussed, as well as concerns related to multiculturalism and diversity, technology and ethical issues. Students may take this special topics course numerous times with permission of the program director or course instructor.

## **CNSA 570 Advanced Applied Counseling: Student Affairs Counseling (3 credits)**

*Prerequisite:* CNGC 520 and CNGC 528 and CNGC 529 and CNGC 535 or CNSA 530 (only CNSA 530 if admitted after 5/1/06); and CNSA 523 and CNSA 551 and a practicum application approved by the Director of Fieldwork and Training

This course includes a minimum of 100 hours of field experience and is designed to provide the advanced student affairs counseling student with an opportunity to further examine and effectively apply counseling and student development theory to practice, and demonstrate this ability during the required practicum experience. Students will actively work with college students/clients in the role of counselor under the direct supervision of a student affairs professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent/adult population and the further refinement of a student's individual counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, student development, technology and context will be integrated throughout this course. (Formerly CNHE 570)

## **CNSA 571 Internship: Student Affairs Counselor (3-12 credits)**

*Prerequisite:* CNGC 529 and CNGC 538 and CNSA 520 and CNSA 570, and an internship application approved by the Director of Fieldwork and Training

This variable credit fieldwork experience is for the Student Affairs student seeking experience in various higher education settings. Students must complete a minimum total of 600 hours at an approved higher education site. Students may work 10-40 hours per 15-week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12-credit semester option is only available if the student is interning at a minimum of two different functional student affairs settings/departments. Students must submit an application by April for the fall semester or by November for the spring semester. (Formerly CNHE 572)

## **Other Approved Courses**

CNSA 572 Internship II: Student Affairs Counselor

## **SCHOOL COUNSELING (CNSG)**

### **CNSG 515 Ethical and Legal Issues for the School Counselor (3 credits)**

This course will provide school counselors with a comprehensive examination of pertinent ethical issues and laws. A brief overview of the judicial system covering federal, state, and district policies will be covered as it pertains to school counselors. Course topics will include individual and institutional rights and responsibilities, communication privileges, malpractice liability, Americans with Disabilities Act, due process, IDEA, FERPA, 504, standards of practice, and ethical codes of the American School Counselor Association and the American Counselor Association.

### **CNSG 516 Foundations in School Counseling (3 credits)**

The course is intended to provide students with an understanding of the theory and practice of school counseling specific to K-12 school settings. This course will seek to increase awareness of the framework and rationale for a comprehensive school counseling program as delineated by the ASCA National Model as well as the MASCA Model and MA DESE competencies. Students will examine the missions, domains, goals, and standards/competencies as they relate to the delivery system in the school context. In addition, students will examine delivery systems by evaluating counseling curriculums, individual student planning, responsive services, system reports and accountability.

### **CNSG 523 The School Counselor: Psychological Development and Clinical Issues (3 credits)**

An examination of child and adolescent psychological development as well as the clinical issues encountered in today's school settings. In this course, students will examine psychological theories of development, developmental issues and crises, and learn a basic understanding of the DSM classification system and symptoms of psychopathology specific to the delivery of services as delineated in the ASCA and MASCA Models.

### **CNSG 524 Applied School Counseling (3 credits)**

*Prerequisites:* CNSG 516 and CNGC 528

This course is designed to teach basic counseling and delivery skills to the School Counselor working in K-12 educational settings. Students will utilize a developmental framework to employ counseling skills in the delivery of guidance curriculums, individual planning, responsive services, and system support. Students will continue to learn how to integrate professional ethics, legal standards, technology, developmental theories and multicultural competencies in the practice of school counseling.

### **CNSG 526 Consultation and Collaboration for School Counselors (3 credits)**

This course is intended to provide students with an understanding of the theory and practice of consultation specific to school counselors within the K-12 school settings. This course will provide students with a framework for implementing consultation and collaboration models, as well as understanding the facilitation factors necessary in any type of school consultation. Consultation theory, consultation/collaboration methods and current research regarding the delivery of indirect (consulta-



tion) services will be addressed in the context of working with a variety of constituencies. Students will learn how to use consultation and collaboration models to assist school counselors when working with individual, group, and programmatic assessment of growth, and developing intervention strategies as part of the ASCA delivery systems in the schools.

**CNSG 560 Special Topics in School Counseling**  
**(1-3 credits)**

*Prerequisite: Dependent on topic*  
This variable-credit course provides students with an opportunity for in-depth exploration of a current topic in school counseling. Relevant theory will be discussed, as well as concerns related to multiculturalism and diversity, technology, and ethical issues. Students may take the special topics course numerous times with permission of the program director or course instructor.

**CNSG 563 Internship: School Counselor (5-12)**  
**(3-9 credits)**

*Prerequisite: CNGC 529 and CNSG 523 and CNSG 580; and an internship application approved by the Director of Fieldwork and Training*  
This variable credit fieldwork experience is for students who are employed in the role of a 5-12 school counselor. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

**CNSG 570 Advanced Applied Counseling – School Counselor: (PreK-8) (3 credits)**

*Prerequisite: CNSG 516 and CNGC 528 and CNSG 524 and CNGC 529; and a pre-practicum application approved by the Director of Fieldwork and Training*  
This course includes a minimum of 100 hours of field experience at an elementary or middle school setting and is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the pre-adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout this course.

**CNSG 571 Practicum: School Counselor (PreK-8)**  
**(3-9 credits)**

*Prerequisite: CNGC 529 and CNSG 523 and CNSG 570 and CNSG 515; and a practicum application approved by the Director of Fieldwork and Training*  
This variable credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a school counselor (PreK-8) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = three credits; 20 hours per week/300 total hours = six credits; 30 hours per week/450 total hours = nine credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

**CNSG 580 Advanced Applied Counseling – School Counselor: (5-12) (3 credits)**

*Prerequisite: CNSG 516 and CNGC 528 and CNSG 524 and CNGC 529; and a pre-practicum application approved by the Director of Fieldwork and Training*  
This course includes a minimum of 100 hours of field experience at a middle school or high school setting and is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the required pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of clinical supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context, will be integrated throughout this course.

**CNSG 581 Practicum: School Counselor (5-12)**  
**(3-9 credits)**

*Prerequisite: CNGC 529 and CNSG 523 and CNSG 580 and CNSG 515; and a practicum application approved by the Director of Fieldwork and Training*  
This variable-credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a school counselor (5-12) in Massachusetts. Students pursuing a license as a school counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for three credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150



total hours = three credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

## **CNSG 605 Orientation to Capstone Experience (1 credit)**

*Prerequisite: Admission to CAGS in School Counseling Program*

This orientation course provides students at the beginning of their CAGS program with the knowledge to begin work on the capstone portfolio, which is completed at the end of their program. This two-part course is a capstone experience for graduating CAGS students in school counseling to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. This orientation course is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as writing, research technology, publications, presentations at conferences or other similar professional activities.

## **CNSG 607 Capstone Experience (2 credits)**

*Prerequisite: Admission to CAGS in School Counseling Program and completion of all courses in the CAGS Program*

This course is designed to actualize the student's original capstone plan in conjunction with coursework and experience that culminate in a portfolio. The course is a capstone experience for graduating CAGS students in the school counseling program. The focus is to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. The capstone experience is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as writing, research technology, publications, presentations at conferences or other similar professional activities.

## **CNSG 615 Legal and Ethical Issues for the School Counselor (3 credits)**

This advanced level course will provide school counselors with a comprehensive examination of pertinent ethical issues, standards, and laws. A brief overview of the judicial system – both federal and Massachusetts state policies – will be covered as it pertains to the work of school counselors. Course topics will include individual and institutional rights and responsibilities, communication privileges, malpractice liability, Americans with Disabilities Act, due process, IDEA, standards of practice and the ethical codes of school counselors and the American Counselor Association.

## **Other Approved Courses**

CNSG 561 Internship: School Counselor (PreK-8)  
CNSG 562 Internship II: School Guidance Counselor (PreK-8)  
CNSG 564 Internship II: School Guidance Counselor (5-12)  
CNSG 572 Practicum II: School Guidance Counselor (PreK-8)  
CNSG 582 Practicum II: School Guidance Counselor (5-12)

## **COMMUNICATION DISORDERS (COMD)**

### **COMD 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **COMD 220 Introduction to Communication Sciences and Disorders (3 credits)**

An introduction to speech, language and hearing disorders in children and adults. Disorders of functional, structural and neurological etiologies will be discussed. *Either semester*

### **COMD 231 Sign Language I (3 credits)**

History and development of manual communication and deaf culture in the United States. Focus on contact signing and American Sign Language through vocabulary development and beginning conversational skills. *Either semester*

### **COMD 232 Sign Language II (3 credits)**

*Prerequisite: COMD 231*

A more advanced course in sign language with an emphasis on conversational skills through vocabulary and grammar development. Aspects of the deaf culture will be addressed. *Fall and spring semesters*

### **COMD 281 Speech Anatomy and Physiology (3 credits)**

Introduction to the study of the anatomy and physiology of systems involved in speech, language and hearing, and their relationships to disorders of communication. *Fall semester*

### **COMD 282 Speech and Hearing Science (3 credits)**

An introductory course as it relates to normal aspects of speech, hearing, and language. Physiological elements of speech production, speech acoustics, auditory physiology and the psychophysics of sound reception. *Spring semester*



**COMD 290 Language Acquisition and Development (3 credits)**

An overview of the normal language acquisition and development process through the life span. Emphasis on the years birth through school age. Theories of language development, rule systems of English, stage of language development, individual and cultural differences, prevention of language problems, and techniques for collecting and analyzing a language sample will be addressed. *Either semester*

**COMD 294 Phonetics (3 credits)**

Analysis and transcription of speech sound systems. *Spring semester*

**COMD 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMD 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**COMD 311 Prevention of Speech, Language and Communication Disorders (3 credits)**

*Prerequisite: COMD 290 or consent of instructor*  
The overall objective of speech-language pathology is to optimize individual's ability to communicate in natural environments and thus improve their quality of life. The purpose of this course is to incorporate students' knowledge from prerequisite courses, introduce additional content, develop clinical skills, and implement the content and skills in a practical situation. Students will meet for instruction and then go to area Head Start programs and implement prevention activities with children.

**COMD 312 Language Disorders in Children (3 credits)**

*Prerequisite: COMD 220 and COMD 290*  
Etiology, diagnosis, evaluation, cultural differences, and treatment of language-impaired children. Clinical case material will be discussed and analyzed. Introduction to diagnostic tools and evaluations methodology. Basic theoretical constructs pertaining to the treatment of the language-impaired populations from birth through high school. *Spring semester*

**COMD 313 Phonology and Articulation Disorders (3 credits)**

*Prerequisite: COMD 220 and COMD 281 or COMD 282; and COMD 294*  
This course is a study of normal and abnormal phonology and articulation, including etiology, prevention, diagnosis, assessment, cultural differences and treatment of phonology and articulation disorders. Use of distinctive feature theory, phonological process analysis, and traditional phonetic approaches will be covered. *Fall semester*

**COMD 325 Voice Disorders in Children and Adults (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282*  
An introduction to etiology, diagnosis and remediation of voice disorders and associated pathological conditions. *Spring semester*

**COMD 351 Introduction to Audiology (3 credits)**

*Prerequisite: COMD 281 and COMD 282*  
An introduction to the science of hearing including transmission and measurement of sound to the human ear; anatomy, physiology and neurology of hearing mechanisms; related pathological conditions; screening and measurement of hearing; and audiogram interpretation. *Fall semester*

**COMD 352 Clinical Audiology (3 credits)**

*Prerequisite: COMD 351*  
This course introduces the student to the study of the measurement of hearing including basic tests as well as tests used for differential diagnosis of auditory disorders.

*tMay be taken for graduate-level credit*



## **COMD 381 Neurological Bases of Speech and Language (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282 and COMD 290*

This course will present an overview of the neurological, anatomical and physiological bases of speech and language in order to more fully understand the disorders' processes. The neurological effects of stroke, traumatic brain injury, and degenerative neurological disease and the concomitant effects on speech and language will be discussed.

## **COMD 391 Understanding Language and Linguistics within the Clinical Process (3 credits)**

*Prerequisite: COMD 220 and COMD 281 and COMD 282 and COMD 290*

This course is designed to provide communication disorders students who already have an understanding of the normal language acquisition process with an overview of the field of linguistics. The universal properties and systematic aspects of languages will be explored. The students will develop their meta-linguistic awareness through discussion of language variation, attitudes about language, language contact and diversity, language change, and visual languages. Application of this information to the speech-language pathologist's role in the language acquisition process and in clinical treatment of language disorders and language differences will be addressed. *Summer*

## **COMD 393 Aural Rehabilitation (3 credits)**

*Prerequisite: COMD 351*

Habilitation and rehabilitation for the hard of hearing including assessment and therapy procedures related to auditory training, speech reading, language therapy, and hearing aid training. Educational management and counseling strategies will also be addressed. *Fall semester*

## **COMD 399 Topical Studies (3 credits)**

Variable contemporary topics in communication disorders. This course may be repeated for different topics. *Spring semester*

## **COMD 440 Clinical Practicum: Audiology (1-3 creditst)**

*Prerequisite: COMD 352, a minimum cumulative GPA of 2.75, a minimum GPA of 2.75 in communication disorders courses, and consent of the communication disorders faculty*

This course provides clinical experience in audiology. Clinical hours obtained can be credited toward A.S.H.A. hours. Activities will include hearing screening and diagnostic testing in various settings. The course may be repeated once. *Either semester*

## **COMD 451 Clinical Strategies in Communication (3 creditst)**

*Prerequisite: COMD 312 and COMD 313 and COMD 325, a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the major and consent of the communication disorders faculty*

The objective of this course is to introduce the student to intervention strategies and skills used in assessment of children and adults with communication disorders. It will be taken in the fall semester of the senior year by all students who elect the practicum track. *Fall semester*

## **COMD 452 Speech-Language Therapy Techniques (3 credits)**

*Prerequisites: COMD 312 and COMD 313 and COMD 351 and COMD 480*

This course is designed to familiarize students with the process of intervention. Basic principles of therapy will be discussed and specific techniques used in the treatment of a variety of communication disorders will be introduced. Areas addressed include speech therapy programming, the effects of culture on clinical interactions, behavior modification, session design, data collection, documentation, accountability and use of the supervisory process. This course is recommended for students who have not elected the practicum track.

## **COMD 480 Clinical Procedures: An Overview (3 creditst)**

Professional behavior, responsibilities, and ethics will be presented followed by an introduction to the clinical process. The need for consideration of cultural diversity and treatment throughout the lifespan will be emphasized. Through completion of 25 observation hours, the students will have the opportunity to demonstrate integration of concepts presented throughout the communication disorders curriculum. *Either semester*

## **COMD 490 Clinical Practicum: Speech Pathology (3 or 6 credits)**

*Prerequisite: COMD 312 and COMD 313 and COMD 325, a minimum cumulative GPA of 2.75, a minimum GPA of 2.75 in communication disorders courses, and consent of the communication disorders faculty*

This is a clinical experience in speech pathology. Clinical hours can be credited towards A.S.H.A. hours. Activities will be determined by student need, experience and academic preparation. Initially the student will register for three credits to be taken concurrently with COMD 451. May be repeated once.

## **COMD 499 Directed Study in Communication Disorders (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **Other Approved Courses**

COMD 338-339 Honors Tutorial  
COMD 485 Honors Thesis  
COMD 502 Research  
COMD 503 Directed Study



## COMMUNICATION STUDIES (COMM)

### COMM 110 Forensics Practicum (1 credit)

Credit is given for 60 or more hours of intercollegiate debate and competitive speaking at intercollegiate tournaments. Maximum of three credit hours to be used toward a major or minor in Communication Studies. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

### COMM 130 Human Communication Skills (3 credits)

This course is designed to foster competence and improve performance in all areas of communication. Through participative learning, the student will demonstrate those skills necessary to communicate effectively in interpersonal, group and public communication situations. *Either semester* (CSPK)

### COMM 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *COMM 135 fall semester, COMM 136 spring semester*

### COMM 150 Practicum in Communication Media (1 credit)

This course provides students with a faculty-supervised, applied-learning experience in connection with electronic media on campus. A minimum of 60 clock hours of work is required. This course may be taken no more than two times for credit within the major. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

### COMM 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### COMM 210 Voice and Diction (3 credits)

Analysis of each student's habits of respiration, phonation, and articulation; exercises designed to correct poor habits. Physics and physiology of the vocal mechanism. Training in perception, differentiation and production of the standard sounds of good American speech. *Either semester*

### COMM 212 Announcing (3 credits)

*Prerequisite: COMM 210*

For students interested in broadcasting careers in radio and television. Key areas include radio and television announcing, interviewing techniques, narration and talk programs, sports and newscasting. *Either semester*

### COMM 214 Radio Production (3 credits)

Audio theory, programming and production, station management, and relation of radio to record industry, working as a member of a production team in writing, producing and editing on-air production.

### COMM 215 Television Studio Production (Television Production I) (3 credits)

Learn equipment, direct live or live on tape, edit, cue audio and video. Team production of news, talk shows.

### COMM 221 Foundations of Communication (3 credits)

*Prerequisite: COMM 130*

This course provides students with a well-rounded foundation of communication as an academic discipline. It also surveys communication study from Aristotle's time to the 21<sup>st</sup> century; including an examination of the emergence of mass media and its impact on human communication.

### COMM 222 Communication Studies Theory (3 credits)

*Prerequisite: COMM 130*

This course introduces students to the study and analysis of various theoretical perspectives in communication: interpersonal, group and public, mass and intercultural communication. We ask questions about the nature and effects of human communication in terms of theory building in major approaches to communication studies. Our goal is to clarify and understand both the history of the academic discipline of communication as well as recognize the significant contributions in the development of communication within a variety of its fields of study.

### COMM 224 Communication Studies Research (3 credits)

*Prerequisite: COMM 130*

This course provides an introduction to communication research areas, methods and writing style. This course will also examine research methods commonly used in the field of communication studies, both quantitative and qualitative, and how research articles are prepared. The end result will be the successful completion of a proposal for a research project in communication.



## **COMM 225 Film as Communication (3 credits)**

This course is a survey of the development of the motion picture as a medium of communication, with an emphasis on films and practices of the popular American cinema. The course introduces students to ways in which to understand and analyze film as a form of communication. The course instructs students to analyze mise en scène elements (e.g., script construction, staging, lighting, sound and music, framing, editing techniques, special effects and the impact of digital technologies) and how these impact narrative framing and viewer understandings and responses. *Every semester*

## **COMM 226 Introduction to Public Relations (3 credits)**

*Prerequisite: COMM 130*

This course provides the student with a knowledge of the history, goals, objectives and skills associated with public relations. It offers students an opportunity to utilize acquired communication skills in a specific career area as well as giving students the opportunity to acquire writing, reasoning, listening, speaking and other skills required in public relations work. Case study analysis and hands-on applications are primary teaching/learning methodologies. *Either semester (Formerly COMM 301)*

## **COMM 227 Multimedia Design for Public Relations (3 credits)**

*Prerequisite: COMM 226*

This course is designed to introduce students to computerized publishing processes. Students focus on the following: page make-up and design using desktop publishing software, use and manipulation of photographs and graphic elements, and final output of published material using different multimedia processes. Students develop a concept, produce documents, brochures, newsletters and specialty publications.

## **COMM 229 Foundations of Media Studies (3 credits)**

*Prerequisite: COMM 221*

The primary objective of this course is to foster a broad understanding of the field, hone critical skills and increase understanding of the theoretical and philosophical discussions taking place in media studies. The course considers questions such as the interrelationships between production and consumption, the notion of what constitutes a "text," and the ways in which social power shapes how we understand and experience media.

## **COMM 240 Introduction to Journalism (3 credits)**

Introduction to Journalism is designed to acquaint students with news decision-making newsroom operations, reporting, writing, editing and Associated Press style guidelines. The course is laboratory-based and has substantial reporting, writing and editing assignments.

## **COMM 250 Public Speaking (3 credits)**

Study, evaluation and analysis of speech preparation with frequent practice of various speech types. Informative, persuasive and special occasion topics emphasized. *Either semester (CSPK)*

## **COMM 260 Group Communication and Decision Making (3 credits)**

Extends theoretical knowledge of small-group behavior. Stress will be on implementation of theories in such areas as leadership, roles of group members, conflict management, reasoning, argument and problem solving. *Either semester*

## **COMM 270 Interpersonal Communication (3 credits)**

The description and analysis of interpersonal interaction and human relationships as they occur in everyday settings. *Either semester*

## **COMM 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in communication studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *COMM 286 fall semester, COMM 287 spring semester*

## **COMM 288 Communication Colloquium (1 credit)**

*Prerequisite: COMM 130*

This course offers an introduction to a communication studies topic. Topics vary from semester to semester. This course is repeatable for different topics up to three credits.

## **COMM 290 Beginning Videography (3 credits)**

*Prerequisite: COMM 215*

This course is a study of the styles and techniques of video production. Students work with the different elements of video production such as camera, sound, editing and script. *Offered once a year*

## **COMM 291 Video Editing (3 credits)**

*Prerequisite: COMM 215*

This course teaches video editing, focusing on postproduction skills and techniques, specifically how to shoot video with attention to the process, rhythm and continuity, target audience and how to input meaning through production codes. Students will learn to edit on analogue and digital systems, to cut existing video, and to organize video they have shot according to a variety of editing styles.

## **COMM 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to



reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **COMM 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **COMM 300 Television, Minorities, and Cultural Diversity (3 credits)**

Roles and images of Blacks and other minorities as portrayed in radio and television. Also examines economic and aesthetic participation of minorities in programming decisions, reflecting ethnic and multicultural dimensions of programming. *Once a year*

## **COMM 303 Introduction to Organizational Communication (3 credits)**

*Prerequisite:* COMM 130 and COMM 222

Analysis of communication problems in modern complex organizations, theory and practice. *Spring semester*

## **COMM 305 Advanced Forensics Laboratory (3 credits)**

*Prerequisite:* COMM 110 or consent of instructor

After advanced individual work in speech composition and delivery, the student will be required to prepare a variety of speech types for intercollegiate competition. *Fall semester*

## **COMM 310 Film History: Western Cinema (3 credits)**

*Prerequisite:* COMM 225 or consent of instructor

This survey course explores the historical, cultural, and artistic development of the American and European fiction film industries through the study of topics such as film movements (Italian Neorealism), industrial practices (the blockbuster), and screen giants (Orson Wells). The course combines weekly full-length feature viewings with lectures, group discussions and written assignments. *Offered once yearly*

## **COMM 311 Media Literacy (3 credits)**

*Prerequisite:* COMM 229

This course offers both a cultural contextualization of mass-, computer-, and electronically-mediated communication and the tools by which students can access, analyze, evaluate, use and create media forms and content. An emphasis is placed on fostering the critical analysis and interpretation skills that contribute to the development of well-informed, independent-thinking citizens.

## **COMM 312 Writing for Public Relations (3 credits)**

*Prerequisite:* COMM 226

This course will offer the student writing experience in various forms of public relations including writing assignments that would be typical in both nonprofit and business organizations. Included are press releases, brochures, newsletters, feature stories and speeches. The computer is the essential technology for this course. *Either semester*

## **COMM 313 Media Law and Ethics (3 credits)**

*Prerequisite:* COMM 311

This course will introduce students to the study of legal and ethical issues in the media industry and organizations. Students will be exposed to the applications of these issues and the ability to analyze the important legal and ethical aspects involved with the mass media network and the industry. Philosophical theories that deal with morals and ethics will be explored.

## **COMM 320 Mass Communication in Society (3 credits)**

*Prerequisite:* COMM 229

This course reviews theory and research in the field of mass communication. Special attention will be paid to the evolution of the concept of the mass audience and current concerns about the effects of media content on individuals and society. *Fall semester*

## **COMM 325 Broadcast News Writing (3 credits)**

This course offers instruction in the writing of news and public affairs copy for radio and television. News gathering and writing assignments will be given weekly.

## **COMM 330 Business and Professional Communication (3 credits)**

Increases levels of competence in negotiating, interviewing, evaluating, leading and presentational skills. This course stresses abilities needed to attain cooperation and exert influence in corporate and public sector work environments. *Either semester*

## **COMM 335 News and Politics (3 credits)**

*Prerequisite:* COMM 229 or consent of instructor

Students develop an understanding of political, social, and cultural events as they affect print and electronic journalism. *Offered once a year*

\* Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **COMM 337 Public Relations Theory (3 credits)**

*Prerequisite: COMM 226*

This course examines theories in the field of public relations. Students will focus on the relationship between public relations and theory, discussing public relations from the lens of specific humanistic and social science theories. Special consideration of the value of theory to public relations and recent major theoretical movements in the field will be discussed.

## **COMM 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students, consent of the department*

Special topics in speech communication. Three hourly meetings weekly. *COMM 338 fall semester, COMM 339 spring semester*

## **COMM 340 Communication in the Family (3 credits)**

*Prerequisite: COMM 130*

This course examines family interaction patterns and ways in which family members communicate, make decisions, and settle conflict. Students examine portrayals of families in media and film in order to compare these images to scholarly research in communication studies. Course work focuses on an analysis of communication behaviors and activities of family members as these contribute to the development and maintenance of family relationships and systems.

## **COMM 341 Public Relations Case Studies (3 credits)**

*Prerequisite: COMM 226*

This course addresses crucial dimensions of strategic planning and implementation of public relation programs and campaigns. Focus will be on managerial decision-making roles, strategies of communication selected, and the evaluation of the PR campaigns. Cases will be from business, government and the non-profit sector. *Every other semester*

## **COMM 343 Nonverbal Communication (3 credits)**

*Prerequisite: COMM 130 and COMM 250 and COMM 260*

This course is designed to provide the student with theoretical knowledge and practical analytical application of the field of nonverbal communication and its importance in the field of communication.

## **COMM 345 Writing for Radio and Television (3 credits)**

*Prerequisite: Consent of instructor*

Course includes sports, documentaries, interviews, commercials, PSAs and/or comedy. Requires knowledge of production elements used in radio and television.

## **COMM/INTD/PSYC 349 Perspectives on the Holocaust (3 credits)**

*Prerequisite: COMM 130 and PSYC 100*

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. *Offered once each year*

## **COMM 350 Documentary Film (3 credits)**

*Prerequisite: Consent of instructor*

The course will examine the varying ways in which documentary film can illuminate the human condition or explore critical cultural issues facing society. Students will view several different styles of documentary and analyze the effectiveness of filmmakers' techniques and choices. Films studied may include works by Flaherty, Grierson, Lorentz, Riefenstahl and Wiseman.

## **COMM 352 Advanced Group Communication and Leadership (3 credits)**

*Prerequisite: COMM 130 and COMM 260 and COMM 224*

This course will focus on the issues of group dynamics and leadership found at all levels of society. It will build on the fundamentals of group dynamics and leadership, which were covered in group communication, and provide advanced work in theory of groups and theory of leadership. Students will be expected to make significant analysis of all group dynamics and make recommendations for change. *Offered once a year*

## **COMM 353 Corporate Communications and Social Responsibility (3 credits)**

*Prerequisite: COMM 226 or COMM 303*

This course introduces students to the study of the ethics in decision making concerning various communication practices within public relations and organizational communication. It introduces questions about the ethics and values of human communication in terms of the outcomes for the individual, the organization and greater society.

## **COMM 355 Images of Gender in Media (3 credits)**

*Prerequisite: COMM 229*

This course considers images of men and women in contemporary media forms, including film, television and magazines. Students will learn to think about media images as products of social values and as consumer commodities, analyzing how gender is socially constructed via body type, social roles, subcultures and consumer values, among other things. Students will also consider how images affect the way we construct ourselves and our lives.

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



---

## **COMM 356 International Study in Communication (3 credits)**

*Prerequisite:* Application through the International Programs Office  
This short-term international study course offers students first-hand exposure and interaction with foreign culture, customs and patterns of communication. Each faculty-led course includes pre-departure orientation sessions, lessons and activities at an international destination. Instruction will be in English. Course destinations and topics will vary. Contact the Department of Communication Studies or the International Programs Office for current study course details. Students may enroll more than once for different destinations and topics. \*

---

## **COMM 360 Argumentation and Advocacy (3 credits)**

The theory and practice of argument in various fields, including debate, public address and interpersonal communication, will be explored.

---

## **COMM 361 Gender Communication (3 credits)**

*Prerequisite:* COMM 130  
This course investigates gender communication and its impact on the development of our gender identities as well as on the choices we make as communicators in our personal and public communications settings. An exploration of the concept of genderlect will be provided by reviewing its theoretical underpinnings, research and the practical applications which can be used to enhance communication effectiveness between genders.

---

## **COMM 362 American Public Address (3 credits)**

*Prerequisite:* COMM 130  
American Public Address is the study of the great speakers and great speeches which contributed to the development of the nation. The national issues are examined through the rhetoric of each era. Students will interpret arguments, cases, adaptive strategies and rhetorical choices.

---

## **COMM/POLI 364 Political Communication (3 credits)**

*Prerequisite:* Restricted to juniors or above or consent of the instructor  
This class surveys political communication with an emphasis on forms, characteristics, and functions within political campaigns and institutional governance. Specific attention will be given to communication of the three branches of government. Students will gain a broad knowledge of how political communication can shape expectations and interpretations of current events, political actors, and the political process.

---

## **COMM 365 Introduction to Intercultural Communication (3 credits)**

Introduction to Intercultural Communication is a course designed to acquaint students with the factors which affect interpersonal relationships among people of differing cultural backgrounds. Foreign as well as native-born persons are encouraged to take the course. Course objectives are to enable students to become more sensitive to and tolerant of values and ideas expressed by others. *Spring semester (CSOC; CMCL)*

---

## **COMM 366 Advanced Audio Production (3 credits)**

*Prerequisite:* COMM 214  
This course is an advanced examination of creating, writing, and producing audio materials for radio programming, television and film production, and for podcast and Webcast. It also includes an in-depth analysis of the medium, including commercials, news, features, documentaries and special programs.

---

## **COMM 370 Screenwriting (3 credits)**

*Prerequisite:* COMM 215 or COMM 290 or consent of instructor  
This course introduces students to the theory, craft and the business of film writing. Using a mixture of screenwriting texts, video and Internet assignments, and individual and group activities, students will become familiar with key screenwriting concepts such as character development and three-act structure. No prior screenwriting experience is required, but a desire to think creatively and learn a craft through writing and revision is a must. *Offered every other year*

---

## **COMM 371 Global Cinema (3 credits)**

*Prerequisite:* COMM 225 and COMM 229 and COMM 311; or consent of instructor  
This course surveys the breadth of cinema around the globe, investigating a range of international films, movements and traditions.

---

## **COMM 380 Broadcast Station Administration (3 credits)**

Teaches students the fundamentals of radio and television programming and management. Programming for both public and commercial stations. The problems of station management will be covered including regulations, personnel, sales, economics, program sources, grant writing, ratings and research. Provides students with comprehensive assessment of the broadcast management experience.

---

## **COMM 390 Television Direction (Documentary) (3 credits)**

*Prerequisite:* COMM 290 or COMM 291  
This course will work with elements of television direction including script writing, storyboard, composition, framing, lighting, camera movement, music audio and sound effects, working with talent, format and genres of documentary video. *Fall semester*

---

## **COMM 391 Public Relations Practicum (3 credits)**

*Prerequisite:* COMM 226  
This course is designed to provide students with the opportunity to integrate their communication skills through supervised application of these skills in a public relations setting. Using a 30-hour required field experience as a focal point, students will utilize research organizational thinking, writing and speaking skills throughout the semester. *Either semester*

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **COMM 397 Cyber Culture and Digital Media (3 credits)**

*Prerequisite:* COMM 229

This course examines the Internet and related digital and new-media technologies as communication within a range of economic, political, and cultural contexts. The core of this investigation focuses on the ways in which digital media offer innovative channels for humans to share messages and make meaning, with emphasis on the interrelated issues of access (digital divide) and the increasingly global nature of digital communication (globalization). Through a variety of online and in-class individual and group exercises, students will learn and use basic Internet and new-media skills, and develop critical-thinking skills while exploring new-media environments.

## **COMM 399 Topical Studies (3 credits)**

*Prerequisite:* Dependent on topic

Variable contemporary topics in communication. This course may be repeated for different topics. *Either semester*

## **COMM 401 Film Theory and Criticism (3 credits)**

*Prerequisite:* COMM 225 and COMM 229 and COMM 311, or consent of instructor

This course develops an advanced understanding of film as a complex cultural medium through the discussion of key theoretical and critical approaches. Theoretical and critical approaches discussed may include the following: realist theory, genre criticism, auteur theory, structuralism, feminist theory and journalistic criticism. The course combines weekly feature-length viewings with lectures, group discussions and written assignments.

## **COMM 402 Interpersonal Conflict Resolution (3 creditst)**

*Prerequisite:* COMM 270 or consent of instructor

This course introduces the theory, research and practice associated with interpersonal conflict resolution. Students seeking careers in public relations, sales, business, organizational development and advocacy will benefit from this analysis of communication processes. *Fall semester*

## **COMM 415 Advanced Television Production (Features) (3 creditst)**

*Prerequisite:* COMM 390

This course will give students television production experience. Topics will include scripting, budgeting, pre- and post-production protocols, copyright and legal issues, studio and field production considerations, aesthetic issues, and editing. The course will culminate in a 25-30 minute television project produced and directed by the student for his/her portfolio.

## **COMM 426 Critical Perspectives on Mass Communication (3 creditst)**

*Prerequisite:* COMM 320

This course focuses on theories of mass communication used for critiquing the major forms of mass media around the world. The theories include dramatism, semiotics, Marxist view, popular culture and rhetorical analysis.

## **COMM 430 Topics in Film (3 credits)**

*Prerequisite:* COMM 225 and COMM 229 and COMM 311; or consent of instructor

This course offers the basics of film study and analysis in dominant and avant garde cinema. It exposes students to a diverse range of subject matter to provide a familiarity with aspects of a particular film style, movement, culture, media and/or film technology. Topics include, but are not limited to, various international directors, postmodernism, Francophone, Soviet, Swedish and Scandinavian, satire and parody, film noir and other genres and auteur. The course may be repeated for different topics.

## **COMM 450 Persuasion (3 creditst)**

*Prerequisite:* COMM 222 and COMM 224

This course will examine persuasion as a tool for modifying the beliefs, attitudes and behaviors of others. Applications of persuasion to the fields of communication and mass communication including advertising, public relations, marketing, programming and station management, as well as the social and political dimensions of democracy. *Offered once a year*

## **COMM 462 Patterns of International Communication (3 creditst)**

*Prerequisite:* COMM 130

A study of communication systems throughout the world. Students will focus on media as it functions within a variety of political systems. *Spring semester (CGCL)*

## **COMM 470 Organizational Communication: Events Planning (3 credits)**

*Prerequisite:* COMM 303

In this class, students will analyze ways in which organizations communicate their image and message through events and promotions. Students will learn advanced organizational communication theory as it relates to events planning and will gain significant practice in planning, critiquing and analyzing events through case studies and attendance at actual events. Students will apply the theory to a practical, on-campus experience. The course will be taught using lecture, online assignments, class discussion and out-of-class project assignments.

## **COMM 472 Communication Training and Development (3 creditst)**

*Prerequisite:* COMM 130 and two of the following: COMM 250, COMM 260, COMM 270

In this course, students will learn the theory of Communication Training and Development, and learn how to apply that theory in specific interpersonal, group, public and organizational contexts. *Offered once a year*

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



## COMM 485 Honors Thesis (3 credits)

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## COMM 492 Seminar in Corporate Communication (3 credits)

*Prerequisite:* COMM 303

This seminar will pursue, in depth, selected themes and topics in the areas of public relations and organizational communication.

## COMM 495 Communication Studies Seminar (3 credits)

*Prerequisite:* COMM 221 and COMM 222 and COMM 224

This seminar will pursue, in depth, certain themes and topics in the area of the communication studies. *Either semester (CWRM)*

## COMM 496 Seminar in Media Studies and Communication Technologies (3 credits)

*Prerequisite:* COMM 221 and COMM 222 and COMM 224 and COMM 229 and COMM 311 or senior standing

This seminar will pursue, in depth, certain themes and topics in the area of media studies and communication technologies. *Either semester (CWRM)*

## COMM 498 Internship in Communication (3-12 credits)

*Prerequisite:* Consent of the department, formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Limited to 3-12 credits unless special circumstances at the work site require more involvement. Only three credits may be applied to the major elective requirement. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## COMM 499 Directed Study in Communication (1-3 credits)

*Prerequisite:* Consent of the department, formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## Other Approved Courses

COMM 375 Broadcast Programming

## COMPUTER SCIENCE (COMP)

### COMP 101 Computer Science I (3 credits)

A first course in programming. Introductory concepts of computer organization. Problem-solving methods and algorithmic development stressing good programming style and documentation including top down and modular design. This course emphasizes problem solving with programming exercises run on the computer. *Either semester*

### COMP 102 Computer Science II (3 credits)

*Prerequisite:* COMP 101

Advanced programming techniques. Introduction to basic aspects of recursion. In core search-and-sort methods, simple data structures, subroutines and parameters and algorithmic analysis. Techniques of algorithmic development and programming will be stressed. The emphasis on good programming style and documentation begun in COMP 101 will be continued. *Either semester*

### COMP 105 Computers and Their Applications: An Introduction (3 credits)

The goal of this course is to provide a student with no previous computer experience the opportunity to become computer literate. The course consists of equal parts of textbook/lecture learning and hands-on experience with software such as an operating system, a spreadsheet, a word processor, presentation graphics and Internet services including electronic mail. The course is especially recommended for the new PC user but does not fulfill any requirements of the computer science major.

### COMP 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite:* Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *COMP 135 fall semester, COMP 136 spring semester*

### COMP 199 First Year Seminar (3 credits)

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently.

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **COMP 201 Assembly Language Programming** (3 credits)

*Prerequisite: COMP 102*

A basic course in machine-level programming. Number systems and data representation; arithmetic and logical instructions, indexing, I/O, subroutines; structure and modularity of programs and data at the machine level. Macro definition, recursion. This course will emphasize programming in assembly language.  
*Fall semester*

## **COMP 203 Programming and Computer Algebra** (3 credits)

*Prerequisite: MATH 151 or MATH 141, which may be taken concurrently*

*Note: A mathematics or computer science major who has successfully completed COMP 101 may not take this course for credit.*  
The student will solve problems by writing computer programs that include input, output and control structures (sequence, selection, repetition). In addition, the student will learn and use some of the tools of a computer algebra system and do programming in the system.

## **COMP 206 Introduction to Computer Organization** (3 credits)

*Prerequisite: COMP 102*

Organization and structure of the major hardware components of computers. Mechanics of information transfer and control within a digital computer system. Fundamentals of logic design. The major emphasis of the course concerns the functions of and communication between the large scale components of a computer system, including properties of I/O devices, controllers and interrupts. *Spring semester*

## **COMP 210 COBOL I (3 credits)**

*Prerequisite: Knowledge of at least one programming language*

The elements of structured COBOL programming. Topics from the following: arithmetic operation statements, report editing, heading lines, comparisons, complex and nested IF statements, single- and multiple-level control break processing with group indication, one-dimension table processing — subscript, index, table search. *Fall semester*

## **COMP 220 Topics in Programming Languages** (3 credits)

*Prerequisite: COMP 102 or equivalent*

This course provides an introduction to different programming languages such as Java and Smalltalk. It is intended as a course for students who have previously programmed but want to explore different programming languages. This course may be repeated for credit with different language topics. It does not count as a departmental elective for computer science majors.

## **COMP 286-287 Sophomore Honors Colloquium** (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in computer science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *COMP 286 fall semester, COMP 287 spring semester*

## **COMP 298 Second Year Seminar (Speaking Intensive)** (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **COMP 299 Second Year Seminar (Writing Intensive)** (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## COMP 330 Data Structures and Algorithms (3 credits)

*Prerequisite: COMP 102*

Static, semistatic and dynamic data structures. Techniques for the analysis and design of efficient algorithms which act on data structures. Topics will include arrays, records, stacks, queues, deques, linked lists, trees, graphs, sorting and searching algorithms, algorithms for insertion and deletion and the analysis and comparison of algorithms. *Spring semester*

## COMP 338-339 Honors Tutorial (3 credits each semester)

*Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department*

Special topics in computer science. Three hourly meetings weekly. *COMP 338 fall semester, COMP 339 spring semester*

## COMP 340 Organization of Programming Languages (3 credits)

*Prerequisite: COMP 201 and MATH 130 and COMP 330*

An introduction to the structure of programming languages. Formal specification of syntax and semantics; structure of algorithmic, list processing, string manipulation, data description and simulation languages; basic data types, operations, statement types and program structure; run-time representation of program and data. Particular emphasis placed on block-structured languages (ALGOL-68, Pascal, Ada, C) and interpreted languages (APL, LISP, SNOBOL). Programming assignments made in several languages. *Spring semester*

## COMP 345 Compiler Construction (3 credits)

*Prerequisite: COMP 330 and COMP 340*

Compiler structure; lexixsis, syntax analysis, grammars, description of programming language, automatically constructed recognizers, and error recovery; semantic analysis, semantic languages, semantic processes, optimization techniques and extendible compilers. Students will write a sample compiler.

## COMP 350 Operating Systems (3 credits)

*Prerequisite: COMP 206 and COMP 330*

Discussion of the organization and structure of operating systems for various modes of computer use from simple batch systems to time-sharing/multiprocessing systems. Topics include concurrent processing, memory management, deadlock, file systems, scheduling, etc. Programming assignments made in a high-level language with concurrent processing feature. *Fall semester*

## COMP 399 Topics in Theoretical Computer Science (3 credits)

*Prerequisite: Varies dependent on topic*

Topics to be selected from: artificial intelligence, automata theory, computational complexity theory, mathematical linguistics, programming language theory and other theoretical computer science topics. This course may be repeated for credit with different topics.

## COMP 405 Introduction to Database Systems (3 credits†)

*Prerequisite: MATH 130 and COMP 330*

Physical data organization. The hierarchical, network, and relational data models. Design theory for relational database; data dependencies, normal forms and preventing loss of information. Query optimization. Integrity and security of databases. Students implement applications on a relational database system.

## COMP 410 Database Applications (3 credits†)

The role of a database in an MIS environment is studied. Team analysis and implementation of a database project will be a major course component. This course does not fulfill computer science major requirements.

## COMP 425 Social and Professional Issues in Computing (1 credit)

*Prerequisite: COMP 330; restricted to senior status in computer science*

This course introduces the social, ethical, and legal implications of living and working in an information technology society. Discussions will focus on responsibility, liability, and accountability to allow students to view ethical decision making as a critical part of understanding the computing world.

## COMP 427 Internet Programming (3 credits)

*Prerequisite: COMP 340*

This is an introductory course on Internet programming. Students in the course will learn about the Internet and its fundamental request-response paradigm. Topics to be covered include fundamentals of the Web, client/server architectures, Internet protocols and programming.

## COMP 430 Computer Networks (3 credits†)

*Prerequisite: COMP 330*

Introduction to data transmission, digital multiplexing, and data switching, characteristics of transmission media, terminals, modems and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

## COMP 435 Analysis of Algorithms (3 credits†)

*Prerequisite: COMP 330*

General overview of algorithms. Algorithmic techniques needed in problem solving. Relative efficiency of algorithms. Topics will include efficient algorithms for data manipulation, graphical analysis, rapid evaluation of algebraic functions and matrix operations, and  $N \log N$  bound in sorting algorithms.



## **COMP 436 Computer Graphics (3 creditst)**

*Prerequisite: COMP 330; and either MATH 120 or MATH 202*

This course includes an introduction to hardware, algorithms, and software of computer graphics. Topics include line generators, affine transformations, line and polygon clipping, splines, interactive techniques, menus, orthographic and perspective projections, solid modeling, hidden surface removal, lighting models and shading.

## **COMP 437 Simulation and Game Design (3 credits)**

*Prerequisite: COMP 436*

This course introduces techniques used to design and implement computer games. Topics include a historic overview of computer games, the preparation of game documents, and the use of a game engine, modeling software and terrain generator. A game will be designed and implemented in a team environment.

## **COMP 442 Object-Oriented Software Engineering (3 creditst)**

*Prerequisite: COMP 330*

A project course in the development of a large-scale software system using OO methodologies. The primary process involves discovering classes and objects that model both the application domain and the solution space, identifying the semantics of these classes and objects and establishing relationships among them, and implementing the classes and objects using appropriate data structures and algorithms. This primary process is controlled by a well-defined development framework with the following steps: 1) establishing core requirements, 2) providing a model of the system's behavior, 3) creating an architecture for the implementation, 4) evolving the implementation through successive iterations, and 5) maintaining the system.

## **COMP 445 Logic Programming (3 creditst)**

*Prerequisite: Junior or senior mathematics or computer science major or equivalent background; and consent of the department*

This course will introduce the student to the logical programming paradigm using a language such as Prolog or LISP.

## **COMP/MATH 460 Introduction to Robotics (3 creditst)**

*Prerequisite: COMP 102 and either MATH 152 or MATH 142, and MATH 202 or MATH 120*

An introduction to the theory of the motion of robot manipulators. The mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.

## **COMP 470 Introduction to Artificial Intelligence (3 creditst)**

*Prerequisite: Restricted to computer science majors and completion of 29 credits of computer science courses in the major*

This course introduces students to the basic concepts and techniques of artificial intelligence. Emphasis is given to representation and the associated data structures. Students will also be introduced to an AI language such as LISP.

## **COMP 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **COMP 498 Internship in Computer Science (3 credits)**

*Prerequisite: A minimum of 24 approved hours in computer science and consent of the department; formal application required*

Students will work for an employer in the computer science field for a minimum of 10 hours/week during one full semester. A member of the department will serve as adviser and evaluator of all work projects. This course can be taken only once for credit. Graded on a (P) Pass/(N) No Pass basis.

## **COMP 499 Directed Study in Computer Science (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **COMP 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **COMP 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **COMP 510 Topics in Programming Languages (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course investigates programming language development from designer's, user's and implementer's point of view. Topics include formal syntax and semantics, language system, extensible languages and control structures. There is also a survey of intralanguage features, covering ALGOL-60, ALGOL-68, Ada, Pascal, LISP, SNOBOL-4 APL, SIMULA-67, CLU, MODULA, and others.



## **COMP 520 Operating Systems Principles (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course examines design principles such as optimal scheduling; file systems, system integrity and security, as well as the mathematical analysis of selected aspects of operating system design. Includes queuing theory, disk scheduling, storage management and the working set model. Design and implementation of an operating system nucleus is also studied.

## **COMP 525 Design and Construction of Compilers (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics include lexical and syntactic analysis; code generation; error detection and correction; optimization techniques; models of code generators; incremental and interactive compiling. Students design and implement a compiler.

## **COMP 530 Software Engineering (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics include construction of reliable software, software tools, software testing methodologies, structured design, structured programming, software characteristics and quality and formal proofs of program correctness. Chief programmer teams and structure walk-throughs will be employed.

## **COMP 536 Graphics (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course examines typical graphics systems, both hardware and software. Topics include design of low-level software support for raster and vector displays, three-dimensional surface and solids modeling, hidden line and hidden surface algorithms. Shading, shadowing, reflection, refraction and surface texturing.

## **COMP 540 Automata, Computability and Formal Languages (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics include finite automata and regular languages, context-free languages, Turing machines and their variants, partial recursive functions and grammars, Church's thesis, undecidable problems, complexity of algorithms and completeness.

## **COMP 545 Analysis of Algorithms (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course deals with techniques in the analysis of algorithms. Topics to be chosen from among the following: dynamic programming, search and traverse techniques, backtracking, numerical techniques, NP-hard and NP-complete problems, approximation algorithms and other topics in the analysis and design of algorithms.

## **COMP 560 Artificial Intelligence (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course is an introduction to LISP or another AI programming language. Topics are chosen from pattern recognition, theorem proving, learning, cognitive science and vision. It also presents introduction to the basic techniques of AI such as heuristic search, semantic nets, production systems, frames, planning and other AI topics.

## **COMP 562 Expert Systems (3 credits)**

*Prerequisite: COMP 560*

Architectures currently used in building expert systems are studied. The main current systems are surveyed along with expert system environments and tools.

## **COMP 565 Logic Programming (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This course is an introduction to first order predicate logic as a problem-solving tool. Logic programming languages such as PROLOG are studied along with applications of logic programming to mathematics fields, natural language processing, and law.

## **COMP 570 Robotics (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

This is a project-oriented course in robotics. Topics are chosen from manipulator motion and control, motion planning, legged-motion, vision, touch sensing, grasping, programming languages for robots and automated factory design.

## **COMP 575 Natural Language Processing (3 credits)**

*Prerequisite: COMP 560*

This is a historical survey of question-answering systems. Topics include analysis and computational representation of syntactic and semantic structures for artificial intelligence application using English; current text systems; simulation of brief systems and other aspects of cognition; use of natural language systems; generation of text or speech.

## **COMP 580 Database Systems (3 credits)**

*Prerequisite: Admission to the MS program in Computer Science or consent of instructor*

Topics include relational, hierarchical and network data models; design theory for relational databases and query optimization; classification of data models, data languages; concurrency, integrity, privacy; modeling and measurement of access strategies; dedicated processors, information retrieval and real time applications.

## **COMP 582 Distributed Database Systems (3 credits)**

*Prerequisite: COMP 580*

The problems inherent in distributed databases on a network of computer systems are studied including file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization and fault tolerance.



## **COMP 590 Computer Architecture (3 credits)**

*Prerequisite:* Admission to the MS program in Computer Science or consent of instructor

This course is an introduction to the internal structure of digital computers including design of gates, flip-flops, registers and memories to perform operations on numerical and other data represented in binary form; computer system analysis and design; organizational dependence on computations to be performed; theoretical aspects of parallel and pipeline computation.

## **COMP 594 Computer Networks (3 credits)**

*Prerequisite:* Admission to the MS program in Computer Science or consent of instructor

This course is an introduction to data transmission, digital multiplexing, and data switching. Topics include characteristics of transmission media, terminals, modems and communication processes; design of error control, line control and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

## **COMP 596 Topics in Computer Science (3 credits)**

*Prerequisite:* Admission to the MS program in Computer Science or consent of instructor

Topics are chosen from program verification, formal semantics, formal language theory, concurrent programming, complexity or algorithms, programming language theory, graphics and other computer science topics. This course may be repeated for credit with different topics.

## **COMP 599 Computer Science Seminar (3 credits)**

*Prerequisite:* Minimum of 12 credits in 500-level science course work  
A project-oriented seminar in computer science. Projects will be individually assigned.

## **Other Approved Courses**

COMP 100 Programming in BASIC

COMP 211 COBOL II

COMP 395 Computer Science Seminar

COMP 550 Topics in Discrete Mathematics

## **CRIMINAL JUSTICE (CRJU)**

### **CRJU 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently.

These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **CRJU 201 Introduction to Criminal Justice (3 credits)**

This course provides an overview of the American criminal justice system, including the development and structure of the system. It surveys the roles and relationships among the key actors in the system, including police, courts, juries, prosecutors and corrections agencies and institutions. The course also examines the relations between society, crime and the criminal justice system. *Offered both semesters*

### **CRJU 213 The Juvenile Justice System (3 credits)**

*Prerequisite:* CRJU 201, which may be taken concurrently

The primary focus of this course is to understand the purpose, organization and function of the juvenile justice system. This course also examines the evolution of the juvenile justice system — its philosophy, aims, objectives and dilemmas.

### **CRJU/SOCI 227 Deviance and Social Control (3 credits)**

*Prerequisite:* SOCI 102 and CRJU 201; or consent of instructor

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *Every semester (Formerly CRJU/SOCI 327)*

### **CRJU 241 Women and Violence (3 credits)**

*Prerequisite:* CRJU 201 or consent of instructor

Within a global perspective that recognizes the myriad and diverse experiences of women, this course examines the continuum of violence that affects women's lives, as victims and/or perpetrators. Framed by cross-cultural analyses of trends and patterns, students investigate how historical, socio-political and economic conditions shape the way women experience and respond to domination and exploitation. Specifically, the course examines violence against women that is differentially racialized, class-based and gendered, as well as how such acts of violence and violation shape a woman's sense of identity. Topics include sexual violence, intimate partner violence, media portrayal of violence against women, women street crime offenders and women in prison.

### **CRJU/SOCI 255 Juvenile Delinquency (3 credits)**

*Prerequisite:* SOCI 102 or CRJU 201; or consent of instructor

Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *Fall semester (Formerly CRJU/SOCI 355)*



## **CRJU 271 Crime Victims and the Political Process (3 credits)**

The goal of this course is to expand and evaluate students' knowledge of how crime victims influence criminal justice policy. Students will gain knowledge by exploring if, how and when crime victims affect legislators' view on crime. The course examines the media's role in promoting a victim's view and the impact on crime policy. The role of victims' rights groups and their political goals, methods and efficacy will also be examined. The role of race, class and gender in crime victims' access to legislators and media outlets will also be discussed. Students will complete the course with a critical and analytical view of the growing and unchallenged influence of crime victims in policymaking.

## **CRJU 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **CRJU 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **CRJU 323 Comparative Legal Systems in a Global Context (3 credits)**

*Prerequisite:* CRJU 201

This course provides students with an understanding of the fundamental principles and practices of non-U.S. legal systems. The course will assess historical legacies, along with origins of law and the development of key legal institutions. The intent is to foster greater comprehension of different legal systems in an interdependent world. The course will begin by examining legal systems with Western qualities, followed by an examination of legal systems not constructed on Western suppositions. Comparisons will be cross-national, and will be informed by increased knowledge of non-U.S. legal systems. *Offered alternate years, fall semester*

## **CRJU 324 Law, Justice and Society (3 credits)**

*Prerequisite:* CRJU 201

This course explores the relationship between the social forces (economic, demographic, political, religious and technological) that shape legal systems, and the way that legal systems, in turn, shape social reality. Historical and contemporary interdisciplinary theories will be examined as to their usefulness in understanding the relationships between law, justice and society. Particular attention will be given to issues of social control, legitimacy, deviance, justice, the workings of the legal profession and how public truth is constructed. *Offered alternate years, spring semester*

## **CRJU 325 Political Theory and the Justice System (3 credits)**

*Prerequisite:* CRJU 201

This course focuses on the dynamics of political forces and the role they play in the management of crime and justice in the United States. Political theories and perspectives are examined, compared, and contrasted within the context of justice system practices, policies and outcomes. *Alternate years*

## **CRJU 331 Police, Community and Society (3 credits)**

*Prerequisite:* CRJU 201

This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing. *Offered both semesters*

## **CRJU 332 History of Policing in America (3 credits)**

*Prerequisite:* CRJU 331 or consent of instructor

This course examines the historical development of policing in the United States and the relationship between past police practices and their modern counterparts (e.g., organization structures, police subculture issues, and police-community relations). By examining the history of policing and how it functioned, students will develop a more informed perspective regarding this vital component of the criminal justice system. *Alternate years*



---

## **CRJU/SOCI 334 White Collar Crime (3 credits)**

*Prerequisite:* SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor

Broadening the definition of crime, this course will study the behavioral systems involved in the commission of white collar crimes in complex structures, such as government bureaucracies, multi-national corporations, and underground systems. The modern institutional factors — political and social — permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined. *Spring semester*

---

## **CRJU 335 Criminal Law and the Courts (3 credits)**

*Prerequisite:* CRJU 201

This course examines the development of American criminal law as well as its purposes, functions and effects. Key principles for determining criminal liability and limits of liability, in the form of mitigating elements of justification and excuse, are studied. The course explains precepts to crimes such as homicide, sexual assault, drugs and crimes against property, public order and morals.

---

## **CRJU/SOCI 339 Violence, Guns, and Society (3 credits)**

*Prerequisite:* SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor

This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Offered every third year*

---

## **CRJU 346 Criminal Procedure (3 credits)**

*Prerequisite:* CRJU 201

This course offers a comprehensive view of the historical development of criminal procedure and how it defines standards of liberty for ordinary citizens as well as criminal defendants. In addition, this course focuses on the ideological changes that manifest in court opinion, the implicit, or at times explicit, relationship between politics, partisanship and court behavior. The role of the court as a solver of crime problems is also considered.

---

## **CRJU 347 Restorative Justice (3 credits)**

*Prerequisite:* CRJU 201 or consent of instructor

This course explores the philosophy of restorative justice, which includes a global set of indigenous peacemaking practices. Restorative justice emphasizes forgiveness, redemption, offender reintegration through community involvement, offender accountability and victim-offender mediation.

---

## **CRJU/SOCI 352 Urban Crime (3 credits)**

*Prerequisite:* SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor

This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder, and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design, and programs to ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990s. *Offered alternate years*

---

## **CRJU 354 Corrections (3 credits)**

*Prerequisite:* CRJU 201 and CRJU 410

This course is an analysis of the social structures and processes involved in dealing with individuals who have been designated as offenders of criminal law. Probation, prison, parole, programs of prevention and rehabilitation. (Formerly SOCI 354)

---

## **CRJU 358 Race, Class Crime and Justice (3 credits)**

*Prerequisite:* CRJU 201 and CRJU 410

This course examines the effects of class and race on justice outcomes. Historical and contemporary practices of the system are evaluated for disparate or discriminatory patterns. *Once yearly*

---

## **CRJU 359 Technology and Crime Control (3 credits)**

*Prerequisite:* CRJU 201 and 6 additional credits in criminal justice courses

This course examines how changes in technology create new forms of crime, as well as modes of apprehension, detection and prevention. Additionally, the course will examine the "outsourcing" of surveillance by the states and the federal government to private corporate data miners. *Alternate years*

---

## **CRJU 369 Gender, Crime and Justice (3 credits)**

*Prerequisite:* CRJU 201 or consent of instructor

This interdisciplinary course will explore how females experience crime, justice, and the criminal justice system differently than do males. Through a comparative historical lens, we will explore legal, philosophical, psychological, sociological and political perspectives on crime and justice. This course will use a gendered perspective in examining the roots of violence against women in our society, specifically addressing femicide, intimate partner violence, and sexual assault. We will then examine the difference between women and men as offenders, including theories of offending, agency and types of offenses committed. Particular emphasis will be given to incarceration alternatives, including restorative justice programs.

---

## **CRJU 371 Sex Crime (3 credits)**

*Prerequisite:* CRJU 201

This course explores the historical evolution of sex crimes. Topics include the age of consent, prostitution, anti-sodomy laws, stranger rape, date rape and sex-offender registration. The course will also examine the impact of sexual assault on victims and offenders, as well as the criminal justice system's response and the role of policymakers and advocacy groups in the formulation and enforcement of sex crime laws



## **CRJU 372 Terrorism and Civil Liberties (3 credits)**

*Prerequisite: CRJU 201*

The focus of this course is the ongoing conflict between preventing terrorism and compromising constitutional freedoms. This course will examine the enhanced powers of police agencies and federal prosecutors. Students will survey the effects of these new powers, particularly with regard to changes in due process standards and evidentiary requirements. Students will also be provided with historical examples of previous national security efforts to protect the public.

## **CRJU 381 Privatization in Criminal Justice (3 credits)**

*Prerequisite: CRJU 201*

This course will examine the many controversies around the reemergence of private prisons as well as the explosive growth of private police in the United States. *Alternate years*

## **CRJU 385 Victimology (3 credits)**

*Prerequisite: CRJU 201*

This course involves the study of victimization by drawing on scientific and other literature that analyzes these experiences, impacts and consequences on crime victims, justice system policies and practices, and the law.

## **CRJU 388 Hate Crime (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

Crime that is committed as a result of bigotry is commonly referred to as hate crime. This course examines the political and social significance of these crime events. In addition, this course reviews theories of prejudice, the role of youth subcultures in the development of the neo-Nazi skinhead movement, typologies of hate groups, motives, hate crime victimology, recruitment strategies of hate groups, hate speech and correctional responses.

## **CRJU 399 Special Topics in Criminal Justice (3 credits)**

*Prerequisite: Dependent on topic*

Various special topics of current interest in criminal justice will be offered from time to time. Topics will be announced before registration. May be taken more than once but only three credits will be counted toward the first 30 hours in the criminal justice major.

## **CRJU 404 Media, Justice and Crime (3 credits)**

*Prerequisite: CRJU 201 and an additional 3 credit criminal justice course*

This course is a survey of how various media institutions (newspapers, magazines, talk radio, network television, cable, film and Internet-based products) and formats (news, entertainment and infotainment) shape the representation and public perception of dangerousness, criminality, police activity and ultimately, the direction of contemporary social policy. *Alternate years, spring semester*

## **CRJU 406 Ethics and the Criminal Justice System (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

This course examines a wide range of ethical and moral issues in the field of criminal justice. Topics covered include the use of harm to prevent harm, the use of discretionary decision-making, prediction problems and moral dilemmas that confront various justice agents, e.g., police, prosecutors, defense attorneys and correctional officers. Teleological and deontological ethical systems are examined and used to measure the moral worth of practitioner actions in the criminal justice system.

*Offered once a year*

## **CRJU 410 Applied Crime Theory in Criminal Justice (3 credits)**

*Prerequisite: CRJU 201*

This course utilizes an applied approach in examining theories of crime causation in light of criminal justice aims. The criminal justice system responds to crime and criminals based on explicit and implicit theories of causation. Recognizing this process, criminal justice majors will learn theory and theory validity of examining criminal justice and related interventions. (CWRM)

## **CRJU 415 Police Culture (3 credits)**

*Prerequisite: CRJU 201 and CRJU 331 and CRJU 410*

This course will introduce students to the study of the organizational culture of law enforcement. Specifically, students will encounter a rich, diverse and burgeoning literature on police culture, as they read a number of first-person accounts drawn from ethnographic fieldwork. They will explore vexing and contentious issues such as the misuse of force, official corruption, and the militarization of policing in the 21<sup>st</sup> century.

## **CRJU 420 Research Methods in Criminal Justice (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

This course focuses on the commonly used research methods found in criminal justice. Using crime and justice contexts, topics covered include research design, the relationship between theory and research types of data, analytic techniques and ethical considerations.

## **CRJU 425 Comparative Crime and Deviance (3 credits)**

*Prerequisite: CRJU 335 and CRJU 410*

This course examines crime, law and deviance in comparative perspective. Among the topics covered will be the logic of comparative research problems of cross-national data, violent crime, economic and political crime, transnational corporate crime, underdevelopment and crime, social control and conflict resolution, and criminal justice and penal policies. The course also focuses on crime in relation to age, gender, race and class. The comparative materials are used to reflect on problems of crime and the criminal justice system in the United States. *Alternate spring semesters*



## **CRJU 426 Ethnography and Crime Analysis (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410*

This course examines ethnographic research methodologies as they relate to crime and justice. The culture of particular criminal groups, as well as justice agents, is often unveiled for the first time through the efforts of field researchers. Students will learn how researchers enter the world of their subjects, build trust, process information and report social phenomena. *Alternate years*

## **CRJU 430 Analyzing Criminal Justice Data (3 credits)**

*Prerequisite: CRJU 201 and CRJU 410 and CRJU 420*

This course teaches principles of statistical techniques as applied within criminal justice. By using criminal justice research problems, this course will cover topics including constructing testable research questions, organizing data, applying appropriate statistical tests, and interpreting results. This course also teaches student how to evaluate government data, technical reports and empirical studies which summarize criminal justice data.

## **CRJU 441 Homicide (3 credits)**

*Prerequisite: CRJU 201 and CRJU 335 and CRJU 410, or consent of instructor*

This course explores key theoretical paradigms, as well as current research related to homicide. Situating homicide in the U.S. within global patterns and historical trends, this class investigates the following phenomena: types of homicide, which include femicide (murder of women), intimate partner homicide, serial murder, hate murder, rampage killings, gang murder and terrorism. The course also addresses the characteristics of homicide victims and offenders, along with identifying factors that contribute to variance in homicide levels and specific types of homicide. Finally, beginning with legal definitions of homicide, the course surveys how the criminal justice system responds to homicide.

## **CRJU 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students and senior status*

With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

## **CRJU 496 Seminar: Critical Issues in Crime and Justice (3 credits)**

*Prerequisite: CRJU 410*

This seminar will examine critical issues related to crime and justice. The focus of the seminar will vary from semester to semester, but it will enable students to synthesize their knowledge and skills in analyzing issues including ethics and criminal justice, racial inequality in the criminal justice system, the efficacy of increasing incarceration rates, and societal responses to crime. The seminar will require students to demonstrate: 1) comprehensive knowledge of the field of criminal justice; 2) critical thinking skills applied to criminal justice; 3) effectiveness in oral and writ-

ten communication; 4) awareness of ethical issues in criminal justice; and 5) knowledge of data sources in criminal justice and the ability to apply criminal justice related information and research.

## **CRJU 497 Research (3 credits)**

*Prerequisite: CRJU 420; consent of department; formal application required*

Students will conduct social research using techniques taught in CRJU 420, writing reports of findings as for publication. Experimental survey and content analysis approached will be used. This course is primarily for criminal justice majors; others by special arrangement.

## **CRJU 498 Internship in Criminal Justice (3-15 credits)**

*Prerequisite: A minimum cumulative GPA of 2.5; consent of the department; formal application required*

The internship provides an opportunity for senior criminal justice majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state or federal agency or private organization. Only three credits of internship may count toward the major in criminal justice. *Either semester*

## **CRJU 499 Directed Study in Criminal Justice (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **CRJU 500 Foundations of Scholarship (1 credit)**

With students entering the program from various disciplines, campuses or alternatively, after a hiatus from college, this course provides students with opportunities to better develop the tools needed for scholarly graduate-level research and writing. An emphasis is placed on the "nuts and bolts" of research-based writing, e.g., conducting a literature review, evaluating claims, and planning and drafting papers. This course will also address appropriate documentation and citation methodologies; the utilization of library resources, print and electronic data sources, legal research and computer use. Methods for writing a successful Master's thesis will also be incorporated.

## **CRJU 501 Structure and Process of the Criminal Justice System (3 credits)**

This course examines the organization of the criminal justice system and explores the nature of relationships among its components. The origins of criminal law, law enforcement agencies, federal and state court systems and corrections are reviewed. In addition, the functions and processes of each essential agency within the criminal justice system are investigated. Students completing this course will gain a solid understanding of the evolution of the modern criminal justice system as it developed from its Western European and British roots.



## CRJU 502 Research (credit to be arranged)

*Prerequisite: Consent of department; formal application required; and CRJU 500, which may be taken concurrently*

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

## CRJU 504 Seminar: Crime, Justice and Society (3 credits)

This seminar introduces students to crime and justice in American society. It provides an overview of central issues in criminal justice and of the five core areas in criminal justice 1) criminal justice and juvenile justice processes, 2) criminology, 3) law enforcement, 4) law adjudication and 5) corrections.

## CRJU 505 Applications of Crime Theory (3 credits)

This course utilizes an applied approach in examining fundamental and advanced theories of crime and criminals based on explicit and implicit theories of causation. Recognizing this process, this course focuses on theories and their manifestations of crime and justice programs. Students will learn theory and theory validity by evaluating empirical evidence of program effects.

## CRJU 510 Research Methods in Criminal Justice (3 credits)

*Prerequisite: CRJU 500, which may be taken concurrently*

This course provides an overview of the research process and research design in relation to crime and criminal justice. Topics covered include the scientific method, operationalizing variables and indicators, ethics and policy in research and various methods of collecting data. Students will design and carry out a research project.

## CRJU 511 Analyzing Criminal Justice Data (3 credits)

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510*

This course focuses on statistical data analysis in relation to research in crime and criminal justice. Topics covered include the most important data analysis techniques in social and criminal justice research the assumptions underlying various statistical techniques, and how to interpret quantitative data analysis. Students will learn to carry out their own data analysis.

## CRJU 512 Ethics and Policy in Criminal Justice (3 credits)

*Prerequisite: CRJU 504 and CRJU 505*

This course provides an overview and analysis of major ethical and policy issues related to crime and criminal justice. Students will examine various ethical issues including those related to policing, the death penalty and criminal courts and law. The course will also cover criminal justice policy.

## CRJU 515 Criminal Justice Administration (3 credits)

This course draws on research in complex organizations to analyze the structure, functions, and operations of criminal justice agencies, including the police, courts and corrections. Students will gain an understanding of administration in criminal justice organizations.

## CRJU 517 Studies in Crime Prevention: Understanding What Works (3 credits)

*Prerequisite: CRJU 504 and CRJU 505; or consent of instructor*

This course conducts a comprehensive examination of crime prevention programs in the United States. In addition to the analysis of program features (e.g., assumptions, concepts, process, outcomes, evaluation), students will also review the social and political climates surrounding crime prevention programs. Because these initiatives are wide-ranging and often occur outside of the criminal justice system, students will learn about crime prevention programs based in the following venues: the family, the school, the community, and in job training and placement programs.

## CRJU 518 Hate Crimes and Hate Groups (3 credits)

*Prerequisite: CRJU 504 and CRJU 505; or consent of instructor*

This course examines the etiology of hate crime, its characteristics and the social ecology that nurtures its existence and persistence. In addition to focusing on the crime itself, the course analyzes hate groups, the dynamics of the hate movement as well as the processes of recruitment, affiliation and disaffiliation.

## CRJU 520 Violence, Crime and Society (3 credits)

This course provides an overview of violence and crime in society. The course focuses on the causes of violent crime and examines violence from a variety of disciplinary perspectives.

## CRJU 521 Domestic Violence (3 credits)

This course provides an overview of the causes of domestic violence and the criminal justice system's response to domestic violence. Topics covered include psychological, sociological and feminist theories of domestic violence; the nature of domestic violence in a patriarchal society; resources available for victims of domestic violence; and the efficacy of various approaches to reducing domestic violence.

## CRJU 522 Women and Criminal Justice (3 credits)

This course provides an overview of women and the criminal justice system. Topics covered include women as offenders, victims, and criminal justice professionals; theories of women and crime; and the treatment of female offenders by criminal justice agencies.

## CRJU 525 Comparative Crime and Justice (3 credits)

This course examines crime, justice, and criminal justice systems in comparative perspective. Topics covered include multinational crime; the relationships between socioeconomic development and crime; and different approaches to law enforcement, criminal procedure and law, juvenile justice, and corrections. The course will draw on United Nations criminal justice surveys and other cross-national data sources.



## **CRJU 527 Policing in a Democratic Society (3 credits)**

This course provides a comparative overview of the development of police forces, the organization of the police in various societies, and the nature of policing in industrial societies.

## **CRJU 530 Introduction to Police Culture: An Intensive Review (3 credits)**

*Prerequisite: CRJU 504 and CRJU 505*

This course introduces students to the in-depth study of the organizational culture of law enforcement. Specifically, students will delve into a rich, diverse and burgeoning literature on police culture, as they read a number of first-person accounts and weigh relevant theoretical constructs drawn from ethnographic fieldwork. They will explore contentious issues, such as the misuse of force, official corruption, and the militarization of policing in 21<sup>st</sup> century America, with an emphasis on the intensive use of scholarly research and monographs.

## **CRJU 540 Corrections, Crime and Society (3 credits)**

This course provides an overview of the relations between crime and corrections. Topics covered include the theories of punishment, the development of corrections, theories of corrections and rehabilitation, and current issues in American corrections.

## **CRJU 542 Research Seminar in Corrections (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511*

In this seminar students will choose a research topic related to corrections, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results.

## **CRJU 546 Class, Race, Gender and Crime (3 credits)**

This course examines how class, race, and gender intersect with crime and the criminal justice system. The course provides an overview of class, race, ethnic, and gender stratification in the United States and looks at how that stratification is reflected in judgments about crime and in treatments of various groups in the criminal justice system.

## **CRJU 550 Juvenile Justice and Society (3 credits)**

This course provides an overview of juvenile delinquency and the juvenile justice system. It covers various theories of juvenile delinquency and examines their relations to broader sociological and criminological theories. Other topics include the development of the juvenile justice system, the police handling of juveniles, the role of juvenile courts, and juvenile corrections and rehabilitation.

## **CRJU 551 Law and Society (3 credits)**

This course provides an overview of the sociology of law. Topics covered include the sources and development of law, different philosophical and sociological approaches to law, the roles of criminal justice agencies, alternate dispute resolution, the relations of between law and social change, and the impact of race, class and gender in the legal system. The course will also examine attempts to develop a general theory of law and society.

## **CRJU 597 Research Seminar in Criminal Justice (rotating topics) (3 credits)**

*Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511*

In this seminar students will choose a research topic, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results. This course may be repeated twice for different topics.

## **CRJU 598 Internship in Criminal Justice (3 credits)**

Internships provide students with experience in a criminal justice setting and give them the opportunity to apply what they have learned in their classes.

## **CRJU 599 Special Topics in Criminal Justice (3 credits)**

This course will focus on specific topics in criminal justice. The topics will differ from semester to semester.

## **Other Approved Courses**

CRJU 333 Resolving Conflict

CRJU 503 Directed Study

CRJU 526 Communities, Cities, and Crime

CRJU 541 Community-based Corrections

CRJU 555 Information Technology for Criminal Justice

CRJU 557 Advanced Research Methods in Criminal Justice

## **EARTH SCIENCES (EASC)**

### **EASC 100 Physical Geology (4 credits)**

This course is an introduction to the processes that formed and continue to shape the earth. Lecture topics include continental drift, rock and mineral forming processes, and the effects of agents of erosion such as glaciers, streams and waves. The laboratories develop skill in rock identification and map interpretation. Three hours of lecture and one two-hour laboratory period weekly. *Either semester (CNSL)*

### **EASC 101 Historical Geology (4 credits)**

*Prerequisite: EASC 100*

This course is an introduction to the origin and evolution of the earth. Topics include the development and transformation of continents, ocean basins, the atmosphere and life over geologic time. An emphasis is placed on modeling earth's evolution from observations of the rock record. The laboratory fosters development of field and quantitative skills. Three hours of lecture and one two-hour laboratory weekly. *Spring semester (CNSL)*

### **EASC 102 History of the Earth (3 credits)**

The geologic origin and evolution of the planet earth is surveyed in this course. An emphasis is placed on the co-evolution of life and the changing surface environment over geologic time. *Spring semester (CNSN)*



## **EASC 194 Environmental Geology (3 credits)**

This course introduces students to the application of geologic principles in recognizing and controlling the effects of environmental problems such as earthquakes, volcanoes, floods, beach erosion, hazardous waste disposal and ground water quality. *Either semester (CNSN)*

## **EASC 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **EASC 210 Oceanography (3 credits)**

*Prerequisite: Any 100-level biology, chemistry, earth science, geography (physical science), or physics course*

This course surveys the physical and chemical aspects of earth's ocean, including the geology of the seafloor, ocean currents, tides, waves, sediment transport and deposition, seawater chemistry, and submarine hot springs. An emphasis is also placed on oceanographic research expeditions and the tools used by scientists to explore the seafloor. *Spring semester (Formerly EASC 305)*

## **EASC 215 Solar System Astronomy (3 credits)**

*Prerequisite: Any 100-level biology, chemistry, earth science, geography (physical science) or physics course*

This course focuses on the physical, chemical, geological, and biological processes operating in the solar system. Topics include celestial mechanics, radiation and spectroscopy, solar processes, planetary interiors, surfaces, and atmospheres, the origin of life and theories of the origin and evolution of the solar system.

*Fall semester (Formerly EASC 301)*

## **EASC 240 Hydrology (4 credits)**

*Prerequisite: Consent of instructor*

This course examines the hydrologic cycle, including precipitation, infiltration, evaporation, transpiration, stream flow, and ground-water flow. The laboratory will focus on field measurements with an emphasis on modeling of groundwater flow from a physical and chemical perspective. Basic water laws and regulations, as well as contamination issues are also reviewed. Two hours of lecture and one four-hour laboratory weekly. *Spring semester*

## **EASC 250 Geomorphology (4 credits)**

*Prerequisite: EASC 101*

This course examines the natural processes that control the development of earth's surface topography on many different scales. The role on internal processes such as tectonics is explored in addition to surface processes related to the action of rivers, glacial ice, wind, waves, currents and tides. Laboratory work focuses on the identification and interpretation of land-forms on topographic maps. Two hours of lecture and one four-hour laboratory weekly. *Fall semester (Formerly EASC 284)*

## **EASC 260 Mineralogy (4 credits)**

*Prerequisite: EASC 101 and CHEM 131 or CHEM 141*

This course investigates the minerals that compose the solid earth. Topics to be covered include the physical and chemical properties of minerals, mineral structures, mode of occurrence, mineral formation, and crystallography. Laboratory work will involve mineral identification using visual observation and state-of-the-art analytical equipment including X-ray diffraction and optical microscopy. Two hours of lecture and one four-hour laboratory weekly. *(Formerly EASC 372)*

## **EASC 280 Vertebrate Paleontology (3 credits)**

*Prerequisite: EASC 101*

This course examines the nearly 500-million-year history of vertebrate life on Earth and the origin of the major innovations that characterize its diversity. This diversity will be considered in the light of various classification methods, and the major innovations will be discussed in the context of various mechanisms of evolution. *Fall semester*

## **EASC 290 Dinosaur Paleobiology (3 credits)**

*Prerequisite: EASC 101 or BIOL 100 or BIOL 121*

The most recent hypotheses concerning the paleogeography, functional morphology and paleoecology of the dinosauria are considered. Various causes advanced to account for their extinction 65 million years ago are critically appraised.

## **EASC 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **EASC 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **EASC 320 Geology of New England (3 credits)**

*Prerequisite:* EASC 101

This course will examine the geological history of New England and adjacent areas with an emphasis on the last 500 million years of geologic time. In this context, the tectonic history of New England will be explored in detail. Other important topics include the changing surface environment with a focus on ice ages and climate change. The laboratory will emphasize the use of geologic maps and field trips to areas of geologic significance in southeastern New England. Two hours of lecture and one four-hour laboratory period weekly. *Fall semester*

## **EASC 350 Structural Geology (4 credits)**

*Prerequisite:* EASC 250

This course explores the origin and analysis of rock structures produced by deformation. Laboratory exercises involve the construction and interpretation of geologic maps and geometric analysis of rock structures. Field trips will emphasize mapping skills and the interpretation of rock sequences. Two hours of lecture and one four-hour laboratory weekly. *Spring semester* (Formerly EASC 283)

## **EASC 360 Petrology (4 credits)**

*Prerequisite:* EASC 260

This course explores the properties, occurrences, origin, and classification of the igneous, metamorphic and sedimentary rocks that compose the solid earth. Laboratory work will include the examination of rocks through visual observation and thin section analyses using the optical petrographic microscope. Field trips will examine the geology of southeastern New England. Two lecture hours and one four-hour laboratory weekly. *Spring semester* (Formerly EASC 463)

## **EASC 370 Sedimentology and Stratigraphy (4 credits)**

*Prerequisite:* EASC 101

This course examines the composition, texture, morphology and dynamics of sediments in different environments and their relation to the stratification and structure of sedimentary rocks. The laboratory work fosters the development of research skills through quantitative analyses of sediment and a term project consisting of a thorough description and interpretation of sediment samples collected from a local/regional sedimentary environment. Two hours of lecture and one four-hour laboratory weekly. *Fall semester* (Formerly EASC 476)

## **EASC 400 Earth Systems Science I (3 credits)**

*Prerequisite:* EASC 101 and EASC 210 and GEOG 221

This course provides an overview of the emerging discipline of Earth Systems Science. The physical and chemical nature of the four primary earth systems, including the solid earth, the hydrosphere, the atmosphere and the biosphere, will be explored in detail. An emphasis will be placed on a qualitative and quantitative analysis of the flow of energy and matter among the four systems. *Fall semester*

## **EASC 410 Earth Systems Science II (3 credits)**

*Prerequisite:* EASC 400

This course is a continuation of Earth Systems Science I, with an emphasis on the global biogeochemical cycles that operate within and among the solid earth, hydrosphere, atmosphere and biosphere. In addition, Earth systems history and human impacts on the Earth's systems will be examined, with an emphasis on past and future global climate change. *Spring semester*

## **EASC 450 Geochemistry (4 credits)**

*Prerequisite:* CHEM 142

This course explores the application of thermodynamic principles to solve geologic problems. The chemical interaction of rock and water will be emphasized, as it relates to the chemistry of natural waters on and near the surface of the earth, rock weathering, and global geochemical cycles. Laboratory work will include the analytical techniques used to measure water chemistry and computer modeling of natural geochemical systems. Two hours of lecture and one four-hour laboratory weekly. *Fall semester, odd years* (Formerly EASC 311)

## **EASC 460 Geophysics (4 credits)**

*Prerequisite:* PHYS 182 or PHYS 244

In this course, students will apply physics to solve geological problems. Topics include seismology, the Earth's gravitational and magnetic fields, heat flow, plate tectonics and the internal structure of the Earth. The laboratory involves problem solving and field measurements using modern geophysical equipment to image the subsurface. Geophysical techniques relevant to oil, gas and mineral exploration as well as engineering and environmental applications are examined. Two hours of lecture and one four-hour laboratory weekly. *Fall semester* (Formerly EASC 310)



## **EASC 470 Paleontology (4 credits)**

*Prerequisite: EASC 370*

This course includes a survey of the last 500 million years of the Earth's fossil record. The most recent developments in the origin and diversification of the animal phyla are considered along with their environmental relationships. The laboratory sessions involve quantitative methods in the study of fossils. Two hours of lecture and one four-hour laboratory weekly. *Spring semester (Formerly EASC 475)*

## **EASC 471 Coastal Processes (3 credits)**

*Prerequisite: MATH 100; and EASC 100 or GEOG 121*

The frequently complex fluid-solid interactions which result in erosion and deposition in coastal environments are developed in this course. Methods of measurement and prediction are presented. *(Formerly EASC 380)*

## **EASC 480 Remote Sensing (4 credits)**

*Prerequisite: Consent of instructor*

Remote sensing is the measurement and characterization of the earth using satellites and airborne platforms. This course covers the theory of remote sensing and the acquisition, analysis and interpretation of image data collected from the visible, infrared, microwave and thermal portions of the electromagnetic spectrum. Laboratory work will emphasize digital image processing of the surface environment using state-of-the-art image-analysis software. Two hours of lecture and one four-hour laboratory weekly. *(Formerly EASC 317)*

## **EASC 485 Contaminant Hydrogeology (3 credit†)**

*Prerequisite: EASC 240; and CHEM 132 or CHEM 142*

The fate and transport of groundwater contaminants in various hydrogeologic regimes are presented in this course. Methods for conducting hydrogeologic investigations are discussed in detail. *(Formerly EASC 440)*

## **EASC 490 Field Methods in Geology (4 credits)**

*Prerequisite: EASC 350 and EASC 360*

In this course, basic field techniques used by geologists to create geologic maps are introduced. An emphasis will be placed on the collection, processing, and interpretation of field data collected from study areas in Massachusetts and Rhode Island. Students will be required to write formal geologic reports involving maps, cross-sections and supporting data. Two hours of lecture and one four-hour laboratory weekly. *Spring semester*

## **EASC 496 Seminar in Geology (1 credit each semester†)**

*Prerequisite: Senior standing in geology, earth science or chemistry/geology*

This course focuses on the development of thought concerning current global models and/or continuing controversies in geology. One credit will be earned per semester for a total of two credits to be awarded at the end of the second semester. *Fall semester*

## **EASC 497 Research in Earth Science (1-3 credits)**

*Prerequisite: Consent of instructor*

In this course, students work independently on a research project in consultation with a faculty mentor. The project may be designed solely by the student or through discussions with the faculty mentor and culminates with a research paper. The course is intended for more advanced students who have completed course work related to the research project. This course may be repeated for up to six credits. *Either semester*

## **EASC 498 Internship in Earth Science (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*

This course provides an opportunity for earth science majors to gain practical job experience in some aspects of earth/environmental science. Possible internships include positions in local, state and federal agencies as well as private corporations and consulting firms. This course may be repeated for a maximum of six credits. *Either semester*

## **EASC 499 Directed Study in Earth Science (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **EASC 560 Special Topics in Earth Science (variable credit)**

This course will cover special topics of current relevance in earth science education. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

## **Other Approved Courses**

EASC 300 Excursions in Geology  
EASC 315 Computer Applications in Earth Science  
EASC 501 Observational Astronomy  
EASC 502 Research  
EASC 503 Directed Study  
EASC 504 Observational Meteorology  
EASC 550 Modern Developments in Earth Science

†May be taken for graduate-level credit



## EARLY CHILDHOOD EDUCATION (ECED, ECPK)

### ECED 199 First Year Seminar (3 credits)

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### ECED 230 The Basics of Early Childhood Education (3 credits)

This foundations course examines early childhood education (birth through grade 2) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field based experience is attached to this course. This field based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into the Bridgewater State College's teaching licensure program.

### ECED 280 Creative Techniques in Early Childhood (3 credits)

*Prerequisite:* ECED 230 and PSYC 224

The course prepares teachers of very young children in techniques that are developmentally appropriate. Students will learn instructional strategies that incorporate the various movement, visual, performance and language arts into early childhood projects, activities and routines, both within the classroom and in community settings. (Formerly ECED 380)

### ECED 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship

and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ECED 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### ECED 300 Early Childhood Art Methods (.5 credit)

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood

An introduction to methods and materials in art for the early childhood teacher. Art projects typical of those done by children grades PreK-2 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. Either semester

### ECED 311 Science and Social Studies Inquiry for the Young Child (3 credits)

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood

The major concepts and process skills in science and social studies will be experienced. The emphasis will be on the learning environment. Students will learn how to help children move from specific information toward general statements, concepts and generalizations in an inductive process using convergent and divergent thinking.

### ECED 313 Teaching Music in Pre-K and Elementary School (3 credits)

*Prerequisite:* MUSC 172 and MUSC 270 and consent of the department and admission to the Professional Education Program

Students will learn methods and pedagogical systems in order to successfully teach music in the elementary classroom. Includes singing, use of instruments, listening, reading music and rhythmic activity.



## **ECED 332 Reading Development for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

Early childhood majors learn how to create the conditions that facilitate the acquisition of literacy. The roles of print processing strategies, guided reading experiences and voluntary, independent reading are explored along with the relationship between reading and writing. Prepracticum experiences include reading aloud, shared book experiences and teaching guided reading lessons.

## **ECED 342 Language Arts for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

Through the use of an integrated approach of content, the student will develop strategies for the teaching of language arts, which build on the relation of thought and word and the changes in that process that develop competencies in listening, speaking, writing and reading as a union of word and thought. (CWRM)

## **ECED 352 Developmental Mathematics for the Young Child (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

Through the use of an integrated approach of content, the student will develop strategies in math that are concept-oriented in which the primary emphasis is on thinking, reasoning and understanding with an emphasis on developing in young children the ability to investigate how and why things happen in math. In a prepracticum experience the student will teach a series of lessons in math at the primary level.

## **ECED 361 Creating an Effective Early Childhood Environment (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and Early Childhood*

This course explores ways to create a developmentally appropriate, standards-based, inclusive early childhood setting (PreK-2). Topics include early childhood standards, issues of diversity and multicultural education, classroom-based "inclusive" teaching and assessment strategies, management techniques and parent-community relationships. Teacher candidates will also continue to gather evidence for their Professional Teaching Portfolio.

## **ECED 493 Internship in Early Childhood Education (6 or 12 creditst)**

*Prerequisite: Consent of the department and admission to the Professional Education Program*

A minimum of 300 clock hours will be required in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full-time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

## **ECED 496 Supervised Teaching in Public Schools: Early Childhood (6 or 12 creditst)**

*Prerequisite: Acceptance into student teaching*

This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate primary classroom (grades K-2) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all departmental requirements.

## **ECED 497 Supervised Teaching in an Integrated Early Childhood Setting (6 creditst)**

*Prerequisite: Acceptance into student teaching*

This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate preschool or kindergarten setting where they will work to develop and refine their teaching skills with children of diverse backgrounds. Candidates will have the opportunity to observe children and various learning environments, design developmentally appropriate curriculum, practice effective management techniques, utilize contemporary teaching strategies, and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site practitioner and a faculty member of the Department of Elementary and Early Childhood. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. Candidates must demonstrate their competencies for initial teaching licensure and complete all department requirements.

## **ECED 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ECED 510 Fundamentals of Early Childhood (3 credits)**

This course prepares students to enter the graduate program for initial licensure in Early Childhood Education (PreK-2). Developmentally appropriate practices for children birth to grade 2 are examined from a variety of developmental, historical, learning theory and sociocultural perspectives. As part of the course, students spend 15 hours as participant-observers in a public integrated preschool or Head Start classroom and 25 hours in a K-2 elementary classroom. Field-based observations are used to explore issues of child development, learning, family partnerships, accommodating diverse learners and developmentally appropriate curriculum covered in the context of course readings, activities, discussions and independent research.



## **ECED 515 Inclusive Early Childhood Classrooms: Instructional Practices and Assessment (3 credits)**

*Prerequisite: Admission to the Professional Education Program*

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices, and other topics related to preschool and primary grade classrooms, including child-study procedures and current laws, teacher candidates will be able to design inclusive classrooms and use various assessment strategies to guide instructional supports and strategies that support all young children.

## **ECED 559 Special Topics in Early Childhood Education (3 credits)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

## **ECED 561 Current Issues in Early Childhood Education (3 credits)**

Exploration of issues confronting the early childhood educator today. Examination of public policy issues, sex stereotyping, mainstreaming, back-to-basics, parent education, bilingual and multi-ethnic education and family structure.

## **ECED 562 Early Childhood Curriculum: Ages 2-5 (3 credits)**

Provides students with opportunities to explore all aspects of preschool and kindergarten program curricula. Course focuses on planning and implementing curriculum in readiness skills, language development and communication arts. Observation and participation field component included.

## **ECED 563 Early Childhood Curriculum: Ages 5-7 (3 credits)**

For students interested in planning teaching strategies for primary grades. Course explores language arts, math, science, social sciences and classroom management. Observation and participation field component included.

## **ECED 570 Special Topics in Early Childhood Education (1-4 credits)**

Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once.

## **ECED 575 Graduate Seminar in Early Childhood Education (3 credits)**

*Prerequisite: Completion of all required MEd courses*

A study of problems and issues related to the education of young children. Emphasis will be placed on current research learning theories, curricular and methodological concerns. Each student will make an extensive study of a significant issue related to early childhood education.

## **ECED 596 Practicum: Early Childhood Education (6 or 12 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate level practicum involves an eight- or 15-week field experience at the K-2 level under the guidance of a cooperating teacher and a college supervisor. Opportunities for participation in pupil observation, program planning and utilization of contemporary teaching strategies. *Either semester*

## **ECED 597 Practicum: Preschool (6 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate level practicum involves supervised student teaching experience in a preschool setting with children, infancy through age five. Emphasis on development, implementation and evaluation of innovative preschool programs. The student participates in a total program, five days a week for eight weeks, in either a day care center, nursery school or head start program. *Either semester*

## **ECED 598 Internship: Early Childhood Education (6 credits)**

*Prerequisite: Consent of the department*

This graduate-level internship involves a minimum of 300 clock hours in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full-time but at least one-fifth-time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

## **ECPK 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)



## **ECPK 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ECPK 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ECPK 320 Language Development and Early Literacy, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and PSYC 224 or consent of instructor  
This course focuses on the emergence of both expressive and receptive language and literacy competencies in young children. Topics include optimal language and print environments; the socio-cultural, genetic and physiological components of optimal language and literacy development; early indicators of the need for and remediation of language-, hearing-, and literacy-related difficulties; and second language acquisition. This course must be taken at BSC.

## **ECPK 321 Project-Based, Standards-Rich Learning in Early Childhood, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and PSYC 224; or equivalent or consent of instructor

This course focuses on implementing a curriculum consistent with the Massachusetts' content area guidelines — particularly those for mathematics, science and social studies — with an emphasis on play-based, integrated learning. This course must be taken at BSC.

## **ECPK 322 Observation and Assessment in Early Childhood, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and PSYC 224 and SPED 211

This course teaches students to make ethical, appropriate, valid and reliable assessment an integral part of their practice. Students will learn to identify and use observation and assessment methods, both formal and informal, that are developmentally appropriate as well as culturally and linguistically responsive, and to make collaborative decisions that are responsive to young children's strengths, progress and needs. This course must be taken at BSC.

## **ECPK 323 Managing Positive Environments for Children, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and PSYC 224 and SPED 211

This course focuses on how to set up and manage respectful learning environments that encourage young children to manage their own behaviors and learn to resolve conflicts peaceably.

## **ECPK 490 Mentored Program Observation, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and PSYC 224 and SPED 211

This course consists of observations and fieldwork in various PreK-K settings, including Head Start and integrated preschools. This course must be successfully completed prior to the final field experience, ECPK 492. This course must be taken at BSC. (CWRM)

## **ECPK 491 Mentored Performance Fieldwork I, PreK-K (3 credits)**

*Prerequisite:* ECED 230 and ECPK 320 and ECPK 321 and PSYC 224; consent of department; formal application required

This course involves field experience in the student's workplace or in an assigned practicum placement. Students will document knowledge and competencies regarding health, safety, and administration issues and policies in early childhood settings. This experience requires a minimum of 75 documented hours in a PreK-K setting. It must be supervised by a qualified college supervisor or instructor and by a licensed, site-based teacher. It must be completed prior to the final field experience, ECPK 492.

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ECPK 492 Mentored Performance Fieldwork II, PreK-K (3 or 6 credits)**

*Prerequisite: Completion of all other program requirements; consent of department and formal application required*

This course involves fieldwork in the student's workplace or in an assigned practicum placement. This experience requires a minimum of 150 documented hours (six credits) in a PreK-K setting. The experience may be taken in 75 documented-hour increments (three credits). The experience must be supervised by a qualified college supervisor and by a licensed, site-based teacher. Students maintain a log and develop a performance portfolio demonstrating their competencies, including family outreach, professional networking and child advocacy activities. The experience may be taken as a quarter course or extended across two consecutive semesters. This course must be taken at BSC. This course is repeatable for a maximum of six credits.

### **Other Approved Courses**

ECED 400 Creative Techniques for Teaching  
ECED 475 Seminar in Early Childhood Education  
ECED 498 Internship in Early Childhood Education  
(Non-Licensure)  
ECED 564 Administration of Early Childhood Programs

## **ECONOMICS (ECON)**

### **ECON 101 Principles of Microeconomics (3 credits)**

This course focuses on the theory and application of utility and demand, production, cost and market analysis. *Either semester (CSOC)*

### **ECON 102 Principles of Macroeconomics (3 credits)**

This course focuses on the theory and application of the following: national income analysis and determination, fiscal policy, monetary theory and policy and the Federal Reserve System. *Either semester (CSOC)*

### **ECON 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **ECON 201 Intermediate Microeconomic Theory and Policy (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
The theory of consumer behavior and demand, production and cost, the firm and market organization are discussed with emphasis placed on practical applications. *Either semester*

### **ECON 205 Intermediate Macroeconomic Theory and Policy (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
A number of macroeconomic models are developed in this course, including the Keynesian, monetarist and rational expectations models. Economic theory is used to explore the nature and causes of business fluctuations and the desirability of various government policies. *Either semester*

### **ECON 210 Statistics for Economics and Business (3 credits)**

This course will provide students with an understanding of statistics and the ability to present and describe information, draw conclusions about large populations based on measures from sample data, calculate critical z or t statistics to perform hypothesis tests and apply statistical methods to business and economic issues. (CQR)

### **ECON 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **ECON 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship



and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**ECON 301 Industrial Organization (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
This course provides an analysis of the structure, conduct and performance of industries. Topics discussed include causes and measurement of market concentration, strategic behavior of firms and the development of public policies, such as antitrust and regulation, that affect business.

**ECON 302 The Canadian Economy: A Comparative Approach (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
This course is an undergraduate introduction to the Canadian economy. It will provide the student with a brief, comparative overview of the size and structure of the Canadian and American economies, a close look at how the Canadian economy evolved from a resource to a modern industrial economy and a detailed study of the structure and institutions which make up the Canadian economy.

**ECON 315 Money and Banking (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
The roles and functions of money and the banking system are discussed. Various monetary theories and the influence of monetary policy on the state of the economy are examined. *Fall and spring semester*

**ECON 320 Comparative Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102*  
This course compares different economic systems that have arisen as the world economy has evolved and alliances have been formed over time. There is a strong emphasis on exploring the current and historical implications of different economic philosophies, particularly with reference to NAFTA economies: Canada, U.S.A. and Mexico. Topics include globalization, international economic organizations, economic integration, economic policy making, health care, labor migration, resource use and environmental issues.

**ECON 321 International Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
Pure trade theory and its application to solving policy problems are covered in this course. Topics studied include balance of trade, balance of payments and monetary systems.

**ECON 325 The Economy of Crime (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
The topics covered by this course include the theoretical and empirical analysis of the economic causes of criminal behavior, the social costs of crime and its prevention and the design of law enforcement policies.

**ECON 331 Public Economics (3 credits)**

*Prerequisite: ECON 101 or ECON 102*  
Government intervention changes opportunities and incentives for individuals, families, businesses, and state and local governments. This course will provide students with an understanding of the reasons for and consequences of government intervention and policies. It combines public finance, which is how the government allocates resources, and public choice, which reflects the political decisions of voters and their elected representatives. We will apply economic tools to analyze public policy issues such as government intervention in combating environmental pollution, the introduction of education vouchers, the contours of health care and social security reforms, among others.

**ECON 350 Urban Economic Problems and Policies (3 credits)**

*Prerequisite: ECON 101 and ECON 102 or consent of instructor*  
The economic aspects of selected urban problems such as housing, poverty, transportation, crime and the urban environment are analyzed. Public policies relating to these problems are discussed.

**ECON 360 Environmental Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102 or consent of instructor*  
This course analyzes the economics of environmental issues and natural resource use. Topics include allocation of renewable, non-renewable and common property resources, external cost/benefit analysis, and public goods. Also included is the "ecological economics" approach, which incorporates an analysis of the physical requirements for ecological sustainability.

**ECON 375 Labor Economics (3 credits)**

*Prerequisite: ECON 101 and ECON 102; or consent of instructor*  
This course analyzes the determination of wages and employment in the labor market. Applications of the theory include unemployment, discrimination, safety in the workplace and unions. Effects of government policies, such as comparable worth, affirmative action and health and safety regulations, are examined.

**ECON 400 History of Economic Thought (3 creditst)**

*Prerequisite: ECON 101 and ECON 102*  
An overview of the development of economic theory is presented in an historical context. The ideas of many important contributors to economic thought will be studied including those of Adam Smith, Karl Marx and John Maynard Keynes.

**ECON 410 Mathematical Economics I (3 creditst)**

*Prerequisite: MATH 141 and MATH 142 and MATH 120 and ECON 101 and ECON 102; or consent of instructor*  
This course provides training in the use of calculus and other mathematical tools in comparative static analysis and the solving of optimization problems in economics.

*tMay be taken for graduate-level credit*



## **ECON 430 Managerial Economics (3 credits†)**

*Prerequisite:* ECON 205 and ECON 210; or consent of instructor

This course emphasizes the practical applications of micro- and macroeconomic skills to real-life problems. Quantitative tools and case studies will be used to understand topics including demand, cost and output and pricing decisions in various market structures.

## **ECON 498 Internship in Economics (3-15 credits)**

*Prerequisite:* Consent of department chairperson; formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. *Either semester*

## **ECON 499 Directed Study in Economics (1-3 credits)**

*Prerequisite:* Consent of the department chairperson, formal application required

Juniors and seniors who have demonstrated critical and analytical abilities in their studies may pursue an independent project under a faculty member's supervision. This course may be taken twice for a maximum of six credits. *Either semester*

## **ECON 502 Research (credit to be arranged)**

*Prerequisite:* Consent of the department chairperson; formal application required

This course consists of original research undertaken by graduate students in their field of interest under the sponsorship of a faculty adviser. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ECON 503 Directed Study (credit to be arranged)**

*Prerequisite:* Consent of the department chairperson, formal application required

This course is designed for the graduate student who desires to study selected topics in a specific field of interest under the direction of a faculty adviser. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ECON 560 Special Topics in Economics (1-3 credits)**

Special topics of current relevance in economics will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser. *Every semester*

## **Other Approved Courses**

ECON/POLI 340 Law and Economics  
ECON 411 Mathematical Economics II  
ECON 420 Econometrics I  
ECON 421 Econometrics II

## **EDHM (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12) (EDHM) (ALSO SEE HSED, MSED)**

### **EDHM 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **EDHM 210 Introduction to Teaching (3 credits)**

Prospective candidates for teaching careers explore the teaching learning process in schools by examining the School of Education and Allied Studies Conceptual Framework Model and by reading, writing and analyzing research materials, by using technology, observing in the field, and by planning learning experiences. Candidates gain knowledge and experience concerning diversity, differentiated learning, special education, the Massachusetts Curriculum Frameworks, and the organizational structure of schools. Professional responsibilities, ethics, and legal aspects concerning education are also identified. Candidates will begin to develop their first portfolios as a professional in education.

*Field Experience: 20 hours in appropriate settings*

### **EDHM 235 Learning and Motivation (3 credits)**

Candidates for teaching careers will investigate contemporary psychological theories of learning and motivation as they relate to instructional strategies, classroom management and the exigencies of public school teaching. Emphasis will be placed on the practical application of research-supported constructivist principles that promote authentic learning in the increasingly diverse classroom of the 21<sup>st</sup> century. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in appropriate settings*

### **EDHM 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve



their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## EDHM 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## EDHM 335 Assessment and Planning (3 credits)

*Prerequisite:* EDHM 210 and EDHM 235 and admission to the Professional Education Program

This course is designed to enable candidates for teaching careers to understand and practice curriculum design, plan for instruction at a deeper level (than the introductory course), and build on assessment to include standardized testing, portfolios and authentic assessment. The students will work collaboratively and individually to create and deepen their professional knowledge of teaching pedagogy. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in appropriate settings*

## EDHM \_\_\_\_ Strategies for Teaching (3 credits†)

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335; LANG 324 for EDHM 424; and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. A student registers for the course appropriate to the student's major according to the following schedules:

- EDHM 413 Music
  - EDHM 424 Foreign Language
  - EDHM 425 Visual Art – High School
  - EDHM 459 Visual Art – Middle School
- Also see HSED and MSED

## EDHM 445 Content Area Reading, Writing and Study Skills (3 credits†)

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and admission to the Professional Education Program

Students will learn how to teach reading, writing and study skills in their content area. Furthermore, they will understand how to develop their students' critical thinking and problem solving skills. Technology is emphasized.

## EDHM 490/495 Teaching Practicum (12 credits†)

*Prerequisite:* Acceptance and good standing in the professional education program

Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher or as a teacher of record. This is practical experience for one semester in a public school where teacher candidates are functioning as professional teachers in order to meet Massachusetts professional standards for teachers.

## EDHM 499 Directed Study (1-3 credits)

*Prerequisite:* Consent of department; formal application required

This course is open to juniors, seniors and postbaccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The adviser's permission is required.

## EDHM 550 Middle and High School Theory into Practice (3 credits)

*Prerequisite:* Admission to Accelerated Postbaccalaureate Program

This course will focus on the philosophical and psychological foundations of secondary education with an emphasis on connecting learning theory to best practice. Developing competencies for effective, understandable and appropriate modes of communication in teaching is stressed through microteaching and other simulations. Emphasis is also placed on understanding the contemporary middle and high school, to include but not be limited to various organizational structures, curricula and teacher roles. *40 hours of fieldwork are required.*

## EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)

*Prerequisite:* EDHM 550

In this course research and best practice in mathematics and science will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the discipline and what to teach, how to teach and how to assess in a learning-centered classroom.



## **EDHM 553 Curriculum and Instruction in Middle and High School Arts and Humanities (3 credits)**

*Prerequisite: EDHM 550*

In this course, research and best practice in the arts and humanities will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the disciplines and what to teach, and how to assess in a learning-centered classroom. 40 hours of fieldwork are required. Fall semester and summer session I

## **EDHM 554 Student Teaching Practicum (6 credits)**

*Prerequisite: EDHM 550, and EDHM 552 or EDHM 553*

Graduate students are assigned appropriate student teaching stations where they work in approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher's assignment. Full-time for one semester. *Either semester*

## **EDHM 556 Employment-Based Practicum (6 credits)**

*Prerequisite: EDHM 550; and EDHM 552 or EDHM 553*

A minimum of 300 clock hours will be required in an 8-12 grade setting as a high school teacher. The experience must be less than full-time but at least one-fifth-time employment in the role for which licensure will be sought. Request for this course must be made to the department and the student teaching office.

## **EDHM 558 The Reflective Middle and High School Practitioner (3 credits)**

*Prerequisite: EDHM 550; and EDHM 552 or EDHM 553*

*Note: This course may be taken concurrently with EDHM 554 or EDHM 556.*

This capstone course focuses on the candidates meeting all of the competencies needed for Massachusetts Initial Licensure for teaching. In this experience they will closely examine their own classroom learning and teaching practices that are consistent with the constructivist theory of learning. They will reflect upon and demonstrate their knowledge of the best practices that address high standards and expectations, effective instruction, assessment and classroom management. Each candidate for Initial Licensure will complete his/her professional portfolio that clearly provides the evidence of achievement of the required performance outcomes.

## **EDHM 560 Special Topics (variable credit)**

*Prerequisite: Course prerequisites may be specified depending on the nature of the topic*

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. The course may be taken more than once.

## **EDUCATIONAL LEADERSHIP (EDLE) (ALSO SEE EDHM)**

### **EDLE 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

### **EDLE 503 Directed Study (3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

### **EDLE 509 Seminar for Future Leaders (3 credits)**

*Prerequisite: Acceptance into the Educational Leadership Postbaccalaureate or Postmasters program*

This course is the first in the accelerated licensure program in Educational Leadership. In the course, students will complete a portfolio in order to determine the number of credits (up to nine) that will be waived based on documentation presented to the Practitioner Panel. A maximum of two courses and half of the practicum can be waived based on prior leadership experience.

### **EDLE 510 Seminar on Educational Leadership for the Future (3 credits)**

This course is the first course in the MEd program in Educational Leadership. To be admitted to the program, students must have completed this course or be concurrently enrolled. As an introductory course, one of the primary goals is to introduce students to major concepts and program strands that are developed in depth in subsequent courses. These include leadership theory applied to the educational setting, the nature of organizations, and key leadership skills such as decision-making, team building, empowering others and fostering collaboration. Students will also begin their study of the change process, the dynamics of effective group process and ethical issues of school leadership. Finally, students will be introduced to the MEd program itself and encouraged to reflect on whether being an educational leader is something they really want to do. As part of the process, students will develop personal vision statements.

### **EDLE 511 Educational Leadership and Managerial Effectiveness (3 credits)**

This course is designed to introduce prospective school leaders to the theory and practice of systems thinking as it is applied to organizational planning and development issues. School leaders need to know how to assess needs, establish priorities, set goals, allocate resources and develop and implement strategic plans in order to facilitate effective educational programs and practices. As important, they need to develop the ability to involve others in the development, planning and implementation phases of school



improvement efforts. Major topics include systems thinking (concepts and strategies) and the principles of total quality management (TQM) applied to the educational setting. The course also examines recent research on key topics.

---

## **EDLE 513 Special Topics in Educational Administration (1-3 credits)**

*Prerequisite: At least nine hours in educational administration or consent of the instructor. Additional prerequisites may be specified depending upon the nature of the topic.*

Selected and timely topics in the various fields of emphasis pertaining to educational administration. The topics to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

---

## **EDLE 530 Research Applications for School Leaders (3 credits)**

Future school leaders need to develop a solid foundation of understanding of the role of research in guiding and informing administrative practice and the habits of mind that foster inquiry and the active pursuit of school improvement. In this course students will study the major concepts and strands of research methodology and their applications in the school setting. They will also learn to become skilled consumers of educational research by reviewing and critiquing current research reports involving school organizational and leadership issues. Finally, each student will develop a research proposal in a formal paper.

---

## **ELED 535 Supervision in Action for Cooperating Teachers (3 credits)**

*Prerequisite: Consent of department chairperson*

This course provides preparation and support for cooperating teachers, who are faculty members of local school districts. Each person who is enrolled in the course has a Bridgewater State College student teacher. Cooperating teachers will learn various tools to observe their student teachers in the classroom. Course participants will learn how to plan and conduct pre-observation and post-observation conferences. In addition, cooperating teachers will study the problems and issues facing beginning teachers in culturally diverse classrooms.

---

## **EDLE 561 Elementary School Administration (3 credits)**

## **EDLE 562 High School Administration (3 credits)**

## **EDLE 563 Middle School Administration (3 credits)**

The application of general principles of school administration to the specific problems of the elementary, middle or high school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

---

## **EDLE 564 Selection and Development of Educational Personnel (3 credits)**

Staff selection and development will be studied including theories and techniques of supervision, evaluative procedures to assess the effectiveness of programs and personnel, organizational characteristics of schools and strategies for institutional change, in-service education and personnel and program planning.

---

## **EDLE 565 School Finance and Business Administration (3 credits)**

A study of the financial support for public schools from local, state and federal governments. Fiscal planning, budgeting, plant management, state and municipal financing, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will receive attention.

---

## **EDLE 567 Human Concerns in the Schools (3 credits)**

A study of theory, research and practice in the area of human relations in the school including public relations; clear and appropriate communication; and equitable, sensitive and responsive relations with students, teachers, parents and the community.

---

## **EDLE 569 Legal Aspects of School Administration (3 credits)**

Legal rights, duties and liabilities of school personnel in general relationship to the school committee in Massachusetts will be studied. Intended for administrators, prospective administrators and classroom teachers interested in the legal aspects of school committees, school property, teaching contracts, labor relations and collective bargaining, tenure, prevention of injury and accidents to students, relationships with parents and a general survey of educational law cases at the local, state and national levels.

---

## **EDLE 572 Technology for School Administrators (3 credits)**

New administrative software will be reviewed as each student becomes proficient in the use of a microcomputer. Students will also become familiar with educational uses of interactive television, videodisk and hypercard. Distance learning and cooperative projects will also be addressed.

---

## **EDLE 578 Curriculum Improvement (3 credits)**

Contemporary theories of curriculum design and evaluation are explored. Students are expected to develop an eclectic approach to curriculum improvement based upon those theories and upon contemporary organizational factors, including leadership and management. Material is presented relating to developing community education programs and to personnel and program planning.

---

## **EDLE 579 Diversity Issues for School Leaders (3 credits)**

This course is designed to assist in the focusing of school administrators and leaders on issues of diversity and assessing how these issues will impact the total school community.



**EDLE 580 Practicum in Administration of Special Education (3 or 6 credits)**

**EDLE 582 Practicum in School Business Administration (3 or 6 credits)**

**EDLE 583 Practicum in Supervisorship/Directorship (3 or 6 credits)**

**EDLE 584 Practicum in Elementary School Principalship (3 or 6 credits)**

**EDLE 585 Practicum in Middle School Principalship (3 or 6 credits)**

**EDLE 586 Practicum in High School Principalship (3 or 6 credits)**

**EDLE 587 Practicum in Superintendency/Assistant Superintendency (3 or 6 credits)**

*Prerequisite: Consent of department; formal application required*  
Students enrolled in a practicum for three credits must complete 200 hours of fieldwork. Those students enrolled in six credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of six credit hours.

**EDLE 591 Seminar in School Administration: The Superintendency (3 credits)**

Examination of major issues and problems confronting school superintendents. Students will be expected to study the relevant literature pertaining to school administration and prepare scholarly papers for class presentation.

**EDLE 603 Directed Study in School Administration (3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

**EDLE 661 Effective School Leadership for Elementary Schools (3 credits)**

**EDLE 662 Effective School Leadership for Middle Schools (3 credits)**

**EDLE 663 Effective School Leadership for High Schools (3 credits)**

These courses address principles of effective leadership and management for elementary, middle or high schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site-based management and team leadership as well as operational issues involving plant management, scheduling and fiscal administration. *Course restricted to cohort members*

**EDLE 664 The Personnel Function of Public Schools (3 credits)**

Staff selection and development will be studied in the context of the personnel function of public schools as well as techniques of clinical supervision. In addition, strategies such as peer coaching and microteaching, designed to enable the practitioner to promote effective teaching, will be examined. Students will assess the effectiveness of personnel and staff development program approaches as integral to long-range organizational development. *Course restricted to cohort members*

**EDLE 665 Fiscal Aspects of School Administration (3 credits)**

This course deals with all aspects of the financing of public schools in Massachusetts and the implementation of Proposition 2 1/2 and the Educational Reform Act of 1993. Major topics include fiscal planning for technology, capital improvements and programs and services. Plant management, accounting, purchasing, transportation, food service and revolving accounts are covered in detail. *Course restricted to cohort members*

**EDLE 667 Communication Between and Among School Stakeholders (3 credits)**

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community-relations issues including working with the media, business partnerships, school councils and parental interactions are covered. *Course restricted to cohort members*

**EDLE 669 Concepts and Cases in School Law (3 credits)**

Constitutional, statutory, regulatory and contractual aspects of public schools are studied. The procedures and strategies for their development and the political implications of their implementation are discussed and analyzed through case studies. Massachusetts Reform Law and the development and implementation, monitoring and revision of school committee policies and procedures are main focus of this course. *Course restricted to cohort members*

**EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)**

This course is the first course of the program. A major objective of this course is to challenge each student to examine his/her core values and to articulate a vision of public education for the future. The introduction of major concepts of leadership theory is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including decision-making, team building and the fostering of collaboration in schools. In addition, each student will identify an area of "concern" in his/her district that can become the topic for the required leadership project. *Course restricted to cohort members*



---

## **EDLE 672 Technology for Administrators (3 credits)**

This course will examine the many uses of technology in a school administrative setting. Attention will be given to using several computer software management programs, examining state and federal initiatives and guidelines concerning technology in K-12 education, creating administrative multimedia presentations and assessing personal strengths and weaknesses in the use of technology in school administrative roles. Discussions concerning the ethical use of technology in an educational setting will help clarify the role of school administrators as leaders in promoting student and faculty awareness of the proper use of information mediums. *Course restricted to cohort members*

---

## **EDLE 675 Research Issues in School Administration (3 credits)**

School leaders have a responsibility to be reflective practitioners and to develop and instill in others the habits of mind that foster inquiry and the active pursuit of school improvement. This course has three primary purposes: 1) to foster skillful and discriminating consumers of educational research; 2) to help participants understand the implications of research for school leaders; and 3) to enable each participant to complete first drafts of the background and significance and literature review of his/her leadership project. In the process, research methodologies and their applications in the school setting will be reviewed. *Course restricted to cohort members*

---

## **EDLE 677 Systems Planning for Educational Leaders (3 credits)**

Successful educational planning and managerial strategies to assess and define needs, establish priorities, set goals, allocate resources, implement plans and facilitate the instructional process in response to the needs of learners, teachers and the community are explored. Major topics include systems thinking and planning and the principles of total quality management applied to the educational setting. Additionally, this course examines recent research on planning and organizational development in education. *Course restricted to cohort members*

---

## **EDLE 678 Curriculum Development and Program Management (3 credits)**

This course focuses on the analysis of factors influencing curriculum design, research and reform, including the frameworks in Massachusetts, assessment and evaluation. Trends in curriculum theory and leadership role of administrators in curriculum alignment, instrumental planning, and program assessment are major topics. *Course restricted to cohort members*

---

## **EDLE 679 Practicum in School Business (3 or 6 credits)**

## **EDLE 680 Practicum in Administration of Special Education (3 or 6 credits)**

## **EDLE 683 Practicum in Supervisorship/Directorship (3 or 6 credits)**

## **EDLE 684 Practicum in Elementary School Principalship (3 or 6 credits)**

## **EDLE 685 Practicum in Middle School Principalship (3 or 6 credits)**

## **EDLE 686 Practicum in High School Principalship (3 or 6 credits)**

## **EDLE 687 Practicum in Superintendency/Assistant Superintendency (3 or 6 credits)**

## **EDLE 688 Practicum in Directorship of Guidance (3 or 6 credits)**

## **EDLE 689 Practicum in Directorship of Pupil Personnel Services (3 or 6 credits)**

Students enrolled in a practicum for three credits must complete 200 hours of fieldwork. Those students enrolled in six credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of six credit hours.

---

## **EDLE 681 CAGS Extern (3 credits)**

All CAGS students must complete a leadership project that combines theory and practice and contributes to the knowledge base of educational practitioners. This course focuses on the implementation, documentation and reporting of the student leadership project. Participants, working under the guidance of the instructor, complete their projects and defend them in oral comprehensive examinations. Graded on a (P) Pass/(N) No Pass basis. *Course restricted to cohort members*

---

## **EDLE 682 CAGS Extern II (1 credit)**

*Prerequisite: EDLE 681*

A continuation of EDLE 681. Students who do not complete their leadership project in EDLE 681 in an academic year will be required to register for EDLE 682 each semester thereafter (fall and spring) until the project is completed. Graded on a (P) Pass/(N) No Pass basis. *Course restricted to cohort members*

---

## **EDLE 691 The School Superintendency (3 credits)**

This course explores topics related to the school superintendency, including the nature of the role itself, the skills and competencies needed to prosper in it, critical issues facing superintendents and schools and the dynamics of organizations and perspectives for understanding them.

---

## **Other Approved Courses**

EDLE 559 Administration of Community Education Program  
EDLE 566 School Plant Planning and Administration  
EDLE 576 Issues for Women Administrators

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## EDUCATION-MASTER'S CORE (EDMC)

### EDMC 530 The Teacher as Researcher (3 credits)

This course is designed to provide graduate students in education with an introduction to the research process. Emphasis will be placed upon acquiring pragmatic skills that can be used throughout one's career. Students will be expected to read and interpret statistical parts of standardized tests but not to be expected to run statistical programs. The course will stress the development of skills required for the critical evaluation of current research studies. Students are expected to become informed and critical consumers of research literature and become familiar with the methods and technology surrounding scientific inquiry.

### EDMC 531 The Standards-Based Classroom: Curriculum (3 credits)

This course focuses on constructivism and other key theories and concepts of curriculum design, development, and program evaluation in relation to national standards and the Massachusetts Frameworks. Curriculum issues and classroom applications will be studied in detail as well. As a final experience, students will work independently and collaboratively to present and defend a curriculum unit that is relevant to their area of licensure.

### EDMC 532 The Teacher as Leader: From Issues to Advocacy (3 credits)

This course addresses the critical social, economic, political and sociocultural issues challenging educators and society today. Issues are examined from a variety of vantage points, including theoretical underpinnings, research findings and the position taken by professional organizations. Students are expected to articulate a personal position on critical issues and to practice school leadership and community advocacy on issues of concern.

### EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)

This course focuses on effective, differentiated instruction as well as on the purposes of educational assessment, both formal and informal. Current trends in instructional strategies and assessment as related to diverse learners and to effective classroom management will be examined in detail.

### EDMC 538 The Professional Teacher (3 credits)

*Prerequisite: EDMC 530 and EDMC 531 and EDMC 532 and EDMC 533*

This course is designed to be the capstone course taken at the end of the student's program. This course addresses the changing context of teaching in view of the BSC Conceptual Framework, mentoring, peer coaching and the national standards for professional teachers. Students will analyze the impact of educational reform efforts aimed at improving the teaching, learning and professional development of teachers in the educational environment. Reflective practice and written communication are key components of the course.

## ELEMENTARY EDUCATION (ELED)

### ELED 120 Child Study in the Early Childhood and Elementary Education Classroom (3 credits)

This course is designed for anyone interested in pursuing an elementary or early childhood teaching license. The goal of this course is to offer integrated knowledge of child educational development, classroom behaviors of children, teaching and the professional roles of school-based faculty and staff. Students will study the physical, social, emotional, cognitive and linguistic development and learning characteristics of children and young adolescents. Content to be covered includes diversity in the classroom, English Language Learners, child educational development theories and research and responsibilities of school faculty and staff in meeting children's developmental needs. This course requires 20 hours of observation in an elementary classroom, and the school may request a Criminal Offenders Record Information.

### ELED 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### ELED 200 Introduction to Computers for the Elementary School Classroom (3 credits)

Designed as a computer literacy course for K-6 pre-service teachers, in-service teachers and supervisory personnel. The course covers the history, capabilities, role and literacy in computer education. Early childhood and elementary school applications are to be explored in a computer laboratory setting. No prior knowledge or experience with computers is assumed. *Either semester*

### ELED 220 Introduction to Elementary Education (3 credits)

This foundations course examines elementary education (grade 1 through grade 6) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater's teaching licensure program.

*† May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## **ELED 250 Foundations of Reading (3 credits)**

This course will explore topics identified by the Foundations of Reading MTEL® (Massachusetts Test for Educator Licensure) and other tests that measure knowledge related to reading and language development. MTEL® objectives will be emphasized, supported by content from the five areas of the Put Reading First Initiative: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Teacher candidates may enroll in this course prior to being admitted to the Professional Education courses and professional courses. (Formerly ELED 320)

## **ELED 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ELED 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ELED 300 Elementary Art Methods (.5 credit)**

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum

An introduction to methods and materials in art for the elementary teacher. Art projects typical of those done by children in grades K-6 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## **ELED 310 Teaching Science and Social Studies in the Elementary School (3 credits)**

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum

This course will examine the development of current curriculum that will influence the teaching of science and social studies. Emphasis will be placed on the methodologies of these disciplines with a strong focus on cooperative learning, assessment and hands-on science.

## **ELED 330 Teaching Reading in the Elementary School (3 credits)**

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum

A consideration of the teaching/learning processes involved in the acquisition of literacy: modeling teacher-child interactions and independent exploration. Careful monitoring of pupil progress and appropriate interventions are emphasized. *Either semester*

## **ELED 340 Teaching Language Arts in the Elementary School (3 credits)**

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum

Strategies in the elementary school to enhance the communication skills of reading, writing, listening and speaking through pupil involvement in purposeful communication will be stressed. Special emphasis will be given to the teaching of writing and to the development of thinking skills through questioning. *Either semester (CWRM)*

## **ELED 350 Teaching Mathematics in the Elementary School (3 credits)**

*Prerequisite:* Admission to the Professional Education Program and passing scores on all appropriate MTEL®: Communication and Literacy, Foundations of Reading and General Curriculum

Examining the purpose and content of the contemporary elementary school mathematics curriculum, this course emphasizes how children learn mathematics, a wide variety of teaching procedures and instructional materials, evaluation techniques for use in the classroom and pedagogical methodology for individualization. Designed also to create awareness of affective experiences in the teaching/learning process of elementary school mathematics. *Either semester*



## **ELED 355 International Study Tour in Elementary Education (3 credits)**

*Prerequisite: Acceptance through the International Programs Office*  
This course will offer students a chance to examine educational structures, policies and institutions of diverse societies and the influence of education on the different aspects of those societies. The travel study tour will begin with pre-travel planning at BSC where students have the opportunity to study the destination's educational system and related issues. Course contact will vary depending on faculty and topic selected, as will the specific content requirements and instructional strategies.

## **ELED 360 Teaching in a Standards-Based, Inclusive Elementary Classroom (3 credits)**

*Prerequisite: Admission to the Professional Education Program and passing scores on all appropriate MTEL®. Communication and Literacy, Foundations of Reading and General Curriculum*  
This course explores ways to plan, teach and assess in a standards-based, inclusive classroom. Topics include standards-based curriculum development, constructivism, education evaluation, and assessment (including the design of a professional teaching portfolio). Classroom-based "inclusive" models and teaching strategies and professional teaching standards will be examined. *Either semester*

## **ELED 362 Methods and Materials in Elementary Art (3 credits)**

*Prerequisite: Admission to the Professional Education Program*  
The objective of art education, role of the classroom teacher, developmental stages in the creative growth of children; materials, processes, tools and teaching procedures which will foster this growth at the various grade levels; correlation of art with other subject fields and evaluation of student progress. *Offered evenings and summers only*

## **ELED 441 Methods and Materials in Outdoor Education for the Elementary Teacher (3 creditst)**

New trends and practices in elementary curriculum and methods in outdoor education will be explored in a natural setting. Analysis of different approaches to curriculum construction, teaching procedures, integration of material to classroom and school setting will be implemented. *Offered evenings and summers only*

## **ELED 450 Elementary School Curriculum (3 creditst)**

Roles of the administrator, the teacher, the parent and the child in the development of the changing curriculum in the elementary school. Use of action research in-service training, innovations for curriculum improvement, school organizations, team teaching, the non-graded school, individualized instruction, the reevaluation of objectives and democratic values. *Offered evenings and summers only*

## **ELED 452 Methods and Materials in Elementary Education (3 creditst)**

*Prerequisite: Admission to the Professional Education Program*  
Effective ways of vitalizing the teaching/learning process through teacher-pupil planning, participation and evaluation. Emphasis on creative teaching and the individualized approach. Materials and strategies are examined in the light of current issues. *Offered evenings and summers only*

## **ELED 457 Strategies for Managing Classroom Behavior (3 creditst)**

This course will assist education students in developing their skills in classroom management. Consideration will be given to successful management models and teaching strategies as they apply to the developmental levels of children. *Offered evenings and summers only*

## **ELED 490 Supervised Teaching in the Elementary Schools: Art (6 or 12 creditst)**

*Prerequisite: Acceptance into student teaching*  
Supervised experiences in classroom art activities. Experiences gained in teaching techniques, materials, individual differences, and classroom management. Supervision by the cooperating teacher and college supervisor. Full time for either one quarter or a full semester. *Either semester*

## **ELED 491 Internship in Elementary Education (6 or 12 creditst)**

*Prerequisite: Employment in a host school system; completion of all School of Education and Allied Studies and Departmental requirements; approval by the department (including site and mentor)*  
An internship is a supervised experience for one semester (at least 400 clock hours). To be eligible for an internship a candidate must be employed by the school system and be in the role of an elementary classroom teacher. During this internship a candidate will gain experience and refine his/her skills as a classroom teacher. Interns will have a qualified, on-site mentor and will be supervised by the college. A candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements.

## **ELED 492 Supervised Teaching in Public Schools: Elementary (6 or 12 creditst)**

*Prerequisite: Acceptance into student teaching*  
This student-teaching practicum is a supervised experience for one semester. Candidates are assigned by the School of Education and Allied Studies to an appropriate elementary-school classroom (grades 1-6) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood depart-



ment. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. May be taken for six or 12 credits. Dual licensure majors take ELED 492 for six credits. *Either semester*

**ELED 498 Internship in Elementary Education  
(3-15 credits)**

*Prerequisite: Consent of the department; formal application required*  
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure.

**ELED 499 Directed Study in Elementary Education  
(1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

**ELED 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

**ELED 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

**ELED 510 Fundamentals of Elementary Education  
(3 credits)**

This course is intended to be an introductory course at the Graduate Level for candidates seeking initial Licensure as an Elementary Teacher (Grades 1-6). The course is designed to offer students an understanding of numerous relevant topics in education, for example, the foundations of education as it relates to student learning, effective instructional practices and appropriate accommodations for diverse learners, classroom management models, lesson plan models, diversity and exceptionalities, technological applications for the elementary classroom and resources for practicing teachers. The course is also designed to help students make an informed decision as to their choice of becoming an elementary teacher. During a 40-hour pre-practica experience, aspiring teachers grow as professional educators as they interact with teachers and children, confirming their choice as an elementary educator. *Fall and spring semester and summer session I*

**ELED 511 Theory and Practice in Teaching Reading  
(3 credits)**

*Prerequisite: ELED 510 or ECED 510; and admission to the Professional Education Program*  
A thorough explanation is given of the social-psycho linguistic view of reading and its practical application in the elementary classroom. The acquisition of literacy will be explored through alphabetic principle, guided reading techniques, self-monitoring, teacher-child interactions and a variety of assessments. Students will design, implement and reflect on research-based elementary level reading lessons. The English/Language Arts Curriculum Framework will serve as a guide for classroom instruction.

**ELED 512 Theory and Practice in Teaching Language Arts (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*  
Explorations of language development and acquisition, writing processes and strategies, a variety of genres, motivational techniques and assessment tools will focus around integral components of the Language Arts Program. Effective literacy teaching techniques and strategies will be modeled and explained. Students will design, implement and reflect on research-based elementary language arts lessons. The Massachusetts English/Language Arts Framework will be used as a guide to instruction within the elementary classroom.

**ELED 513 Mathematical Applications for the Classroom  
(3 credits)**

*Prerequisite: ELED 510 or ECED 510; and admission to the Professional Education Program*  
Teaching in the context of current research about how children learn mathematics, this course helps participants develop an understanding of what it means to do mathematics. Participants will explore and experience ways math can be taught through problem solving that develops both concepts and procedures. The Massachusetts State Frameworks and National Standards will be considered.

**ELED 514 Exemplary Practice in Science and Social Studies Classrooms (3 credits)**

*Prerequisite: ELED 510 or ECED 510; and admission to the Professional Education Program*  
Students in this class will examine the science content and process, which lead to inquiry teaching and learning in the global society. Emphasis will be placed on the acquisition of scientific literacy and global understanding for all students. The Massachusetts State Frameworks and National Standards will be considered. The course will prepare beginning teachers to bring innovation and excellence to all students in diverse classrooms.



## **ELED 515 Differentiating Instruction: Creating Inclusive Classrooms (3 credits)**

*Prerequisite: ELED 510 and admission to the Professional Education Program*

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices and other related topics relevant to differentiating instruction, including child-study procedures and current laws, teacher candidates will be able to use assessment to guide classroom practices and instructional supports to differentiate instruction for all learners.

## **ELED 520 The Changing Context of Teaching: Mentoring, Clinical Supervision and Peer Coaching (3 credits)**

*Prerequisite: Open to experienced teachers*

The purpose of this course is to study the changing context of teaching in view of mentoring, clinical supervision and peer coaching. Students will analyze the impact of educational reform efforts aimed at improving teaching and learning that highlight mentoring as a key component of the professional development of teachers. The Principles of Effective Practice and the Curriculum Frameworks will be the foundation for thinking about effective teaching strategies. Students will observe peers teaching lessons and analyze those lessons using the Principles of Effective Practice and Curriculum Frameworks. Course participants will learn how to plan and conduct a pre-observation conference and a post-observation conference. In addition, students will study the problems and issues related to mentoring.

## **ELED 530 Enhancing Language Skills in the Classroom (3 credits)**

The intent of the course will be to: 1) heighten teacher perception of communication potential in the classroom, 2) suggest techniques for the use of language skills as the vehicle in all content areas, 3) assist the teacher in the design of materials to fit special needs of the classroom, 4) aid the teacher in the classroom implementation of the designed materials.

## **ELED 535 Supervision in Action for Cooperating Teachers (3 credits)**

*Prerequisite: Consent of department chairperson*

This course provides preparation and support for cooperating teachers, who are faculty members of local school districts. Each person who is enrolled in the course has a Bridgewater State College student teacher. Cooperating teachers will learn various tools to observe their student teachers in the classroom. Course participants will learn how to plan and conduct pre-observation and post-observation conferences. In addition, cooperating teachers will study the problems and issues facing beginning teachers in culturally diverse classrooms.

## **ELED 551 Discovering Science: Current Elementary School Science Programs (3 credits)**

*Prerequisite: ELED 460 or consent of instructor*

Provides students with opportunities to explore the philosophy, psychology, materials and methods of implementation of the inductive programs for elementary science and to participate in a curriculum development process. Most resource materials used originate in current elementary science programs—Elementary Science Study, Science: A Process Approach and the Science Curriculum Improvement Study.

## **ELED 552 Advanced Methods for Teaching Science and Social Studies: Theory into Practice (3 credits)**

Based on the work of Project PALMS (Partnership Advancing Learning of Mathematics and Science), this course will focus on improving the way science and social studies are taught and learned in elementary school classrooms. Modules will include: constructivism; strategies for teaching using inquiry-based approaches; developing hands-on science and social studies materials; using technology in science and social studies; new, alternative strategies for assessment; understanding and using the new curriculum framework and national standards for both science and social studies education. Teachers will develop advanced teaching strategies that encourage students to develop "process skills" including critical graphing skills and other skills associated with the scientific inquiry. With these skills, elementary school students will be able to achieve the goals of scientific literacy and responsible citizenship.

## **ELED 554 Graduate Seminar in Elementary Education (3 credits)**

*Prerequisite: Completion of all required MEd courses*

An integration of formal study, current research and personal experience. Each student will make an extensive study of a significant problem in elementary teaching.

## **ELED 560 Special Topics in Elementary Education (variable credit)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in elementary education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

## **ELED 566 Technological Applications for Education (3 credits)**

This course offers the participant the opportunity to become technologically literate and to be able to create a classroom environment, which allows new tools to be used for teaching and learning. An additional goal of the course is to allow the participant to work with information storage and retrieval materials linked to the curriculum in non-threatening, understandable and applicable ways.



## **ELED 567 Contemporary Teaching Techniques for Mathematics (3 credits)**

*Prerequisite: ELED 350*

Along with creating a comfortable mathematics environment, this course considers how to assist the student in problem-solving processes, appraisal of current mathematical programs, diagnosing computational error patterns, integrating the computer into the mathematics curriculum. Other selected topics are explored in light of current mathematical standards and trends.

## **ELED 571 International Study Program in Elementary Education (3 credits)**

*Prerequisite: Consent of the International Programs Office*

This course will offer BSC students a chance to examine educational structures, policies and institutions of diverse societies and the influence of education on different aspects of those societies. The travel study abroad program will begin with pre-travel planning at BSC where students have the opportunity to study the destination's system and related issues. Course content will vary depending on faculty and topic selected, as will the specific content requirements as long as BSC requisites are followed. Each course will use a variety of instructional strategies, once again depending on their professor's intentions, goals for the students and resources available in-country. This course is repeatable for credit.

## **ELED 573 Developing Elementary School Curriculum (3 credits)**

This course will organize its members into a curriculum committee and will, by democratic group process, prepare an elementary curriculum guide for a specific subject or subject area. Most of the resource materials used in the guide will originate in various current elementary programs. Each participant will receive a copy of the finished guide.

## **ELED 592 Practicum: Elementary Education (6 or 12 credits)**

*Prerequisite: Acceptance and good standing in teacher preparation program*

This graduate-level practicum involves supervised experiences in classroom activities and experiences gained in teaching techniques, individual differences and classroom management. Opportunities are available in a variety of instructional environments. Supervision by the cooperating teacher and college supervisor. Full-time for either one quarter or a full semester.

*Either semester*

## **Other Approved Courses**

ELED 351 Improving Mathematical Instruction in the Elementary School  
ELED 370 Kindergarten Theory and Methods  
ELED 371 The Preschool  
ELED 390 Field-Based Practicum  
ELED 454 Seminar in Elementary Education  
ELED 456 Current Issues in Elementary Education

ELED 494 Supervised Teaching in the Elementary School—Music  
ELED 556 Curriculum for the Gifted Child in Elementary Schools  
ELED 580 LOGO for the Microcomputer in the Elementary Classroom  
ELED 590 Advanced Research Topics in Computer Education for the Elementary School

## **ENGLISH (ENGL)**

Successful completion of ENGL 101, ENGL 102 (or their equivalent) is a prerequisite to all other English (ENGL) courses with the exception of ENGL 199, ENGL 300 and ENGL 324.

### **ENGL 101 Writing I (3 credits)**

*Prerequisite: Placement test*

By intensive practice in composing short expository essays, the writer explores various techniques for discovering, developing and organizing ideas. Special attention will be given to mastering essential skills appropriate to academic writing. (CWR1)

### **ENGL 102 Writing II (3 credits)**

*Prerequisite: ENGL 101 or placement test*

Continuing to develop essential skills, the writer learns and practices various techniques of argumentation. Special attention will be given to learning basic research skills and to integrating the ideas of others into one's own text. Emphasis is on longer and more substantive essays and a research paper. (CWR2)

### **ENGL 135-136 Freshman Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor and ENGL 102*

Freshman Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. ENGL 135 fall semester, ENGL 136 spring semester

### **ENGL 144 Academic Strategies Colloquium (1 credit)**

*Prerequisite: Consent of Academic Achievement Center*

This course is a required co-requisite for targeted sections of ENGL 101. Under faculty supervision, students acquire strategies such as developing thesis into argument and integrating opinion into argument, which will enhance their success in the co-requisite course.

### **ENGL 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **ENGL 200 Personal and Public Writing (3 credits)**

*Prerequisite: ENGL 102*

This intermediate composition course provides students with additional instruction in sentence and paragraph structure. Through reading and writing assignments involving literacy narratives, interviews, case studies and ethnographies, students move from written explorations of personal experience to academic or professional analysis of this experience.

## **ENGL 201 Technical Writing I (3 credits)**

*Prerequisite: ENGL 102*

Emphasis on writing with practical applications such as summaries, abstracts, outlines, proposals, interviews, progress reports and a guided research paper. Subject matter is often drawn from the students' own disciplines.

## **ENGL 202 Business Communication (3 credits)**

*Prerequisite: ENGL 102*

This course develops competence in production of business summaries and abstracts, memoranda and letters and reports. Concerns of style, tone, arrangement, format and information levels are treated in the context of various explicit and implicit management structures.

## **ENGL 203 Writing About Literature (3 credits)**

*Prerequisite: ENGL 102*

This course will help students develop the skills needed for writing papers in upper-level literature courses. By reading, discussing and writing about works in various genres, students will learn what sorts of questions are likely to generate insight into a work of literature, how to develop and support such insights in a paper, how to distinguish a valid from an invalid interpretation and how to use the specialized terminology associated with each of the major genres.

## **ENGL 204 Responding to Writing (1 credit)**

*Prerequisite: ENGL 102 and consent of the Director of the Writing Studio*

This course teaches students to negotiate the demands of responding to writers and their work face-to-face and one-on-one, with an emphasis on collaborative learning techniques, writing processes, interpersonal dynamics and rhetorical analysis. This course is repeatable for up to three credits.

## **ENGL 211 Literary Classics of Western Civilization to 1600 (3 credits)**

*Prerequisite: ENGL 102*

Major works of Western literature from ancient times through the Renaissance are studied. The course encompasses diverse literary forms and themes through such works as the Bible, Homeric epic, Greek drama, and *The Divine Comedy*. (CHUM; CGCL; CWRT)

## **ENGL 214 The Classical Tradition (3 credits)**

*Prerequisite: ENGL 102*

Major Greek and Roman writers in Modern English translation are studied. Included will be such figures as Homer, Sophocles, Plato and Euripides. (CHUM; CGCL; CWRT)

## **ENGL 221 Major British Writers to 1800 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major British writers from the Anglo-Saxon period through the 18<sup>th</sup> century are studied, including such figures as Chaucer, Shakespeare, Milton, Donne, Pope and Swift. (Satisfies English Literature before 1800 area requirement. Credits only applied once.) (CHUM; CWRT)

## **ENGL 222 Major British Writers since 1800 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major British writers of the 19<sup>th</sup> and 20<sup>th</sup> centuries are studied, including such figures as Wordsworth, Keats, Tennyson, Dickens, Shaw, Yeats, Eliot, Woolf and Joyce. (CHUM; CWRT)

## **ENGL 227 Creative Nonfiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 102 or consent of instructor*

Class members will study the art and craft of creative nonfiction writing through the reading and discussion of published creative nonfiction and creative nonfiction written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written response to student produced creative nonfiction. May be repeated once for credit.

## **ENGL 228 Fiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 102*

Class members will study the art and craft of fiction writing through the reading and discussion of published stories and stories written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written responses to student produced fiction. This course may be repeated once for credit.

## **ENGL 229 Poetry Writing Workshop (3 credits)**

*Prerequisite: ENGL 102*

Class members will study the art and craft of poetry writing through the reading and discussion of published poems and poems written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written responses to student produced poetry. This course may be repeated once for credit.



---

## **ENGL 230 Creative Writing (3 credits)**

*Prerequisite: ENGL 102*

Problems of invention, composition, form and style solved through frequent practice and criticism of professional and student models and anecdotal evidence of professional writers. May be offered in short fiction, poetry or drama and repeated once for credit.

---

## **ENGL 231 Major American Writers to 1865 (3 credits)**

*Prerequisite: ENGL 102*

Representative works by major American writers from the 17<sup>th</sup> century through the Civil War are studied. Included are such figures as Franklin, Wheatley, Poe, Emerson, Douglass, Hawthorne, Melville and Whitman. (CHUM; CWRT)

---

## **ENGL 232 Major American Writers since 1865 (3 credits)**

*Prerequisite: ENGL 102*

Major American writers from the Civil War to the present are studied including such figures as Twain, Dickinson, James, Frost, Hemingway and Faulkner. (CHUM; CWRT)

---

## **ENGL 233 Introduction to the African-American Novel (3 credits)**

*Prerequisite: ENGL 102*

African-Americans have distinguished themselves artistically in many modes of expression, but perhaps none as profoundly as the novel. Tracing the development of this tradition that began before slavery's end, students will read the works of writers such as Hannah Crafts, Zora Neale Hurston, Richard Wright, Ralph Ellison, Alice Walker and Toni Morrison. The course will present these novels not only in their historical and cultural contexts but also in the evolving narrative tradition of African-American writers. Students will understand better how the human questions posed by familiar American authors are also explored by African-American novelists. (CHUM; CMCL; CWRT)

---

## **ENGL 241 Shakespeare (3 credits)**

*Prerequisite: ENGL 102*

This general introduction to Shakespeare's plays is set against the background of his time and includes a detailed study of representative tragedies, comedies and histories. (CHUM; CWRT)

---

## **ENGL 251 Literary Themes (3 credits)**

*Prerequisite: ENGL 102*

Major literary texts are examined from the perspective of a common theme. In a given semester the course might concern itself with love, the family, madness, law, nature (as examples of particular themes) to illustrate how writers from diverse cultures and/or historical periods working with different genres shape imaginative responses to enduring themes. This course may be repeated for different topics. (CHUM; CWRT)

---

## **ENGL 252 Literary Types (3 credits)**

*Prerequisite: ENGL 102*

Major literary texts are examined from the perspective of one genre or type and focus in a given semester on the novel, drama, poetry, short story and biography. Works from diverse cultures and/or historical periods will be used to illustrate how conventions of type or genre shape a writer's discourse. This course may be repeated for different topics. (CHUM; CWRT)

---

## **ENGL 253 Non-Western Literature (3 credits)**

*Prerequisite: ENGL 102*

This course introduces the student to the fiction, poetry and drama of the non-Western world. The works to be studied are chosen both for their literary qualities and for insight into different social contexts and cultural conditions. (CHUM; CGCL; CWRT)

---

## **ENGL 254 Literature for Elementary Education Majors (3 credits)**

*Prerequisite: ENGL 102*

Literary texts from diverse cultures and historical periods will be examined in the context of either a common theme or a single literary genre. Representative works for British, American and world literature in translation will be used to practice techniques of close reading and to develop an understanding both of literary form and technique. Special attention will be given to the manner in which literature reflects the beliefs and values of its historical context. The student will learn various ways of talking and writing about literature. (Designed for non-English major Elementary Education students.) (CHUM; CWRT)

---

## **ENGL 255 East Asian Literature in Translation (3 credits)**

*Prerequisite: ENGL 102*

The course is a writing-intensive seminar designed to introduce students to a variety of texts by East Asian authors. Students will gain insight into other cultures through the examination and analysis of literary works from China, Taiwan, Korea, Japan, Vietnam, Cambodia, and the Phillippines. (CGCL, CHUM, CMCL, CWRT)

---

## **ENGL 261 Film Study: Introduction to the Art (3 credits)**

*Prerequisite: ENGL 102*

Major American and foreign films and directors from the silent era to the present are evaluated to develop critical awareness and esthetic appreciation of film as an art form. In addition, film viewing, readings in film theory, interpretation and criticism are required. (CHUM; CWRT)

---

## **ENGL 262 Film Study: Literature and Film (3 credits)**

*Prerequisite: ENGL 102*

Adaptations of literature into film will be evaluated to develop an understanding of the narrative demands of both genres. Viewing and reading works in both media will be required. (CHUM; CWRT)



## **ENGL 280 The Journalistic Essay (3 credits)**

*Prerequisite: ENGL 102*

Students will write nonfiction prose with an emphasis on developing characters, settings, scenes and point of view. Projects may include travel essays, reviews, biography and other human interest pieces. The course also introduces students to the foundations of the writer's workshop.

## **ENGL 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: ENGL 102 and consent of instructor*

Sophomore Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *ENGL 286 fall semester, ENGL 287 spring semester*

## **ENGL 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ENGL 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **ENGL 300 Teaching English as a Second Language (3 credits)**

Theoretical, historical and practical considerations of the teaching of English as a second language. (*Formerly LANG 330*)

## **ENGL 301 Writing and the Teaching of Writing (3 credits)**

*Prerequisite: ENGL 102*

Designed for prospective teachers, the course undertakes an investigation of current research in creativity and the writing process with application made to the student's own writing, school curriculum and good teaching practice.

## **ENGL 302 Technical Writing II (3 credits)**

*Prerequisite: ENGL 102 and ENGL 201*

Writing in-depth reports requires sophisticated data gathering and analysis. Specific attention is paid to audience analysis and formatting.

## **ENGL 305 History of the English Language (3 credits)**

*Prerequisite: ENGL 102*

This course traces the origins and development of English from the Anglo-Saxon period to the present as well as examining different varieties of English spoken around the globe.

## **ENGL 309 Early American Literature, Beginnings to 1820 (3 credits)**

*Prerequisite: ENGL 102*

This course begins with the first colonization of the Americas and stretches beyond the Revolution to the early national period and the beginnings of Romanticism. The full range of early American writing is covered, including poetry, drama, fiction and autobiography, as well as English-language texts of Native Americans. Authors such as Anne Bradstreet, Olaudah Equiano, Benjamin Franklin and Washington Irving will be explored.

## **ENGL 312 Modern British Fiction (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on earlier 20<sup>th</sup> century British fiction writers such as Conrad, Forster, Lawrence, Joyce and Woolf.

## **ENGL 314 Medieval English Literature (3 credits)**

*Prerequisite: ENGL 211 or ENGL 221 or consent of instructor*

Selected readings in non-Chaucerian writing: Langland, Gower, romance, lyrics, drama.

## **ENGL 315 Ethnic American Literature (3 credits)**

*Prerequisite: ENGL 102*

This course will focus on American writers representing a diverse range of racial, ethnic, economic, cultural, political and historical perspectives. In addition to identifying and discussing literary terms and techniques, we will examine a number of literary genres. We will explore concepts and themes such as immigration and assimilation, family dynamics, the intersections of race, gender, class and sexuality and the relationship between personal and political realms. The reading list may include writers such as Sherman Alexie, Julia Alvarez, David Henry Hwang, and Jamaica Kincaid.



## **ENGL 317 African-American Literature I (3 credits)**

*Prerequisite: ENGL 102*

Students will survey writings in African-American literature from its inception through 1954, the year of the landmark Brown v. Board of Education ruling that outlawed segregation. Studying distinguished writers of poetry, drama, essays, narratives and prose fiction, students will attend to the historical, cultural and political contexts in which the works were produced.

## **ENGL 318 African-American Literature II (3 credits)**

*Prerequisite: ENGL102*

Many of the freedoms and rights that African-Americans enjoy today began with the historic 1954 Brown vs Board of Education ruling that outlawed segregation. Starting with this pivotal time in American history and continuing to the present, students will survey African-American poetry, drama, essays, narratives and prose fiction with close attention paid to their historical, political and cultural contexts.

## **ENGL 320 Chaucer (3 credits)**

*Prerequisite: ENGL 102*

This course provides an introduction to Chaucer's poetry and Middle English through readings in *The Canterbury Tales*.

## **ENGL 321 The Age of Pope 1660-1740 (3 credits)**

*Prerequisite: ENGL 102*

The course surveys the literature of the early 18<sup>th</sup> century with emphasis on the works of Pope, Swift, Gay, Addison and Steele.

## **ENGL 322 The Age of Johnson: 1740-1800 (3 credits)**

*Prerequisite: ENGL 102*

The course examines the writings of several major 18<sup>th</sup> century figures, such as Johnson, Boswell, Fielding, Richardson, Goldsmith and Burney.

## **ENGL 323 Introduction to Linguistics (3 credits)**

*Prerequisite: ENGL 102*

The course focuses on the generative-transformational theory of syntactic structure as applied to the English language. It includes selected readings on various aspects of linguistics.

## **ENGL 324 Language in Context (3 credits)**

*Prerequisite: Completion of a foreign language course at the second semester level or consent of the department*

The course introduces language as a context-dependent phenomenon. Contexts and factors influencing linguistic choices, such as gender, style, setting topic and others are discussed. Attention is given to multilingual societies standard varieties and dialects, bilingualism, language policies and planning, language contact phenomena, pidgins and creoles. The course compares and contrasts non-Western and Western linguistic contexts and draws examples from a variety of languages. (CHUM; CMCL)  
(Formerly LANG 324)

## **ENGL 327 Women Writers: The Female Tradition to 1900 (3 credits)**

*Prerequisite: ENGL 102*

This course traces the history and development of a female literary tradition among English-speaking women writers. The dominant stages, images and themes and genres within this tradition will be explored through the work of writers such as Bradstreet, Killigrew, Wheatley, Wollstonecraft, Dickinson, Eliot, Browning, Rossetti, Gilman and Chopin.

## **ENGL 328 Women Writers: The Female Tradition since 1900 (3 credits)**

*Prerequisite: ENGL 102*

English-speaking women writers in the female literary tradition developed a number of dominant themes in a range of literary genres. The accomplishment of 20<sup>th</sup> century women authors will be shown through such writers as Lowell, Woolf, Wharton, Porter, Hellman, Brooks, Lessing, Plath, Oates, Atwood and Morrison.

## **ENGL 329 Modern American Fiction (3 credits)**

*Prerequisite: ENGL 102*

This course examines modern American fiction, focusing on such writers as Fitzgerald, Hemingway, Faulkner, Cather, Anderson and Lewis.

## **ENGL 330 Recent American Fiction (3 credits)**

*Prerequisite: ENGL 102*

This course includes short fiction and the novel since 1945, and focuses on writers such as Bellow, Didion, Mailer, McCarthy, Oates, Roth, Tyler, Updike and Walker.

## **ENGL 331 U.S. Literature in the Nineteenth Century I (3 credits)**

*Prerequisite: ENGL 102*

This course analyzes selected readings in such writers as Cooper, Hawthorne, Poe, Emerson, Thoreau, Whitman and Dickinson.

## **ENGL 332 U.S. Literature in the Nineteenth Century II (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on the novels and tales of Melville, Twain, Hawthorne and James.

## **ENGL 333 Realism and Naturalism (3 credits)**

*Prerequisite: ENGL 102*

At the turn of the century, American literature reflects the decline of rural life and the rise of the city. The growth of industry and mechanization led to questions about human nature and democratic values. The consequent human experiences of displacement, alienation and injustice can be seen in the literature from Howells to Wright.

## **ENGL 338 Honors Tutorial (3 credits each semester)**

*Prerequisite: ENGL 102 and consent of the department*

This tutorial involves special topics in English. It is open to Commonwealth and Departmental Honors students and meets for three hourly meetings weekly.

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **ENGL 340 Literature of the English Renaissance (3 credits)**

*Prerequisite: ENGL 102*

This course examines the non-dramatic literature of the Age of Shakespeare including the works of Sidney, Spenser, Nashe, Marlowe and Drayton. Textual analysis is emphasized, but the historical, social and cultural background of this period is also considered.

## **ENGL 341 Literature of the Continental Renaissance (3 credits)**

*Prerequisite: ENGL 102*

This course surveys representative works of Petrarch, Boccaccio, Machiavelli, Erasmus, Castiglione, Rabelais, Cellini, Montaigne, Cervantes and Ronsard representing prevailing literary themes and techniques.

## **ENGL 342 Shakespeare: Histories and Comedies (3 credits)**

*Prerequisite: ENGL 102*

This course provides examples of Shakespeare's art in dominant Renaissance dramatic forms and with some of his recurring thematic concerns. In addition, study of the histories and comedies demonstrates Shakespeare's growth in the dramatic use of language. Plays for study will include The Comedy of Errors, Two Gentlemen of Verona, Much Ado About Nothing, As You Like It, Twelfth Night, Richard III, Richard II, Henry IV, Parts I and II and Henry V.

## **ENGL 343 Shakespeare: Tragedies and Late Plays (3 credits)**

*Prerequisite: ENGL 102*

Study of the late plays provides the student with examples of dramatic works that proceed beyond the tragic dimension. Selected plays will include Hamlet, King Lear, Othello, Macbeth, Antony and Cleopatra, Measure for Measure, The Winter's Tale and The Tempest.

## **ENGL 346 Southern Literature (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on the personal, cultural, and social dimensions of southern literature in works by William Faulkner, Tennessee Williams, Zora Neale Hurston, Flannery O'Connor, Eudora Welty, Alice Walker and William Styron.

## **ENGL 350 Recent British Fiction (3 credits)**

*Prerequisite: ENGL 102*

This course focuses on British fiction since 1945. Writers to be studied may include Golding, Graves, Lessing, Murdoch, Greene, Ballard and Powell.

## **ENGL 353 Modern European Drama (3 credits)**

*Prerequisite: ENGL 102*

Students will study the main forces in Modern European drama starting with Ibsen.

## **ENGL 354 Twentieth-Century British Drama (3 credits)**

*Prerequisite: ENGL 102*

The course surveys British drama from Oscar Wilde to the present. Attention may be given to the crucial role that continental dramatists such as Ibsen, Chekhov and Brecht played in re-energizing the British Theater. There will be emphasis on plays from the modern period as well as contemporary works. Playwrights studied may include Oscar Wilde, George Bernard Shaw, John Osborne, Samuel Beckett, Harold Pinter, Tom Stoppard and Caryl Churchill.

## **ENGL 356 Modern American Drama (3 credits)**

*Prerequisite: ENGL 102*

From social dramas and morality plays to the theater of the absurd, modern drama develops a range of themes and techniques reflective of the age. Focus will be on such playwrights as Odets, Wilder, Saroyan, O'Neill, Hellman, Williams, Hansberry, Miller, Baldwin and Albee.

## **ENGL 357 Recent American Drama (3 credits)**

*Prerequisite: ENGL 102*

The experimentation in contemporary American plays will be explored in such writers as Mamet, Howe, Rabe, Wasserstein, Norman, Shepard, Guare, Henley, Wilson, Hwang and McNally.

## **ENGL 360 The English Novel I (3 credits)**

*Prerequisite: ENGL 102*

The course traces the development of the English novel from Defoe to Austin and includes writers such as Richardson, Fielding, Smollett, Sterne and Scot.

## **ENGL 361 The English Novel II (3 credits)**

*Prerequisite: ENGL 102*

The course traces the development of the English novel from Austen to Hardy and includes such writers as Dickens, the Brontës, Thackeray, Eliot, Trollope and Conrad.

## **ENGL 365 Victorian Prose and Poetry (3 credits)**

*Prerequisite: ENGL 102*

The major emphasis is placed on the poetry of Tennyson, Browning and Arnold, but the works of other 19<sup>th</sup>-century poets such as Hopkins and Hardy will also be read and discussed. The essays of Carlyle, Ruskin, Arnold, Newman, Huxley and others are studied in conjunction with the poetry.

## **ENGL 367 English Literature of the Late Victorian and Edwardian Periods (3 credits)**

*Prerequisite: ENGL 102*

The major writers of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries are examined from aesthetic, social and intellectual vantage points, with readings in such prose writers as Gissing, James, Wilde, Beerbohm, Carroll, Wells, Hardy, Corvo, Forster and Conrad and such poets as Rossetti, Swinburne, Morris, Hopkins and Yeats.

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



---

## **ENGL 370 Seventeenth-Century Literature (3 credits)**

*Prerequisite: ENGL 102*

The course is an introduction to the prose and poetry of the 17<sup>th</sup> century in England, exclusive of Milton. Such writers as Donne, Jonson, Bacon, Burton, Browne and Dryden will be examined, and various persistent elements, such as the classical influence, will be explored.

---

## **ENGL 371 Advanced Creative Nonfiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 227 or consent of instructor*

This course will provide students with the opportunity for the intense study of the art and craft of creative nonfiction writing. Students will submit creative nonfiction for peer critique in addition to reading and discussing published works.

---

## **ENGL 372 Advanced Fiction Writing Workshop (3 credits)**

*Prerequisite: ENGL 228 or consent of instructor*

This course offers an intense study of the art and craft of fiction writing. Students will submit fiction for peer critique and develop a body of revised work that Writing Concentration students may include in their portfolios. This course may be repeated once for credit.

---

## **ENGL 377 Post-Colonial Literature and Theory (3 credits)**

*Prerequisite: ENGL 102*

This course traces the development of post-colonial literature and theory. Questions that will be addressed include: What constitutes post-coloniality? How do post-colonial literature and theories illuminate relationships between imperialism, power, race, gender and class? Readings for the course may contain pieces from multiple genres. Representative authors include Joseph Conrad, Salman Rushdie, Marguerite Duras and Derek Walcott.

---

## **ENGL 380 Milton (3 credits)**

*Prerequisite: ENGL 102*

The course includes the main works of Milton: Paradise Lost, Paradise Regained and Samson Agonistes, the minor poetic works, and selected prose.

---

## **ENGL 381 Irish Literature I (3 credits)**

*Prerequisite: ENGL 102*

The course is a survey of earlier Irish literature in translation from the Gaelic and in English. It includes selections from the epic poem, Tain Bo Cuailnge; Gaelic lyric poetry (600-1800 A.D.); the pioneering fiction of Maria Edgeworth and William Carleton; and the poetry of the 19<sup>th</sup>-century balladeers, Thomas Moore, Thomas Davis, James Clarence Managan and Sir Samuel Ferguson; the accomplishments of the Irish literary revival of 1890-1920; fiction by Daniel Corkery, George Moore, Seamus O'Kelly and James Joyce; poetry and plays by William Butler Yeats; and plays by John M. Synge.

---

## **ENGL 382 Irish Literature II (3 credits)**

*Prerequisite: ENGL 102*

This course is a survey of later modern and contemporary Irish literature including the later fiction of James Joyce and the later poetry of William Butler Yeats; the plays of Sean O'Casey, Brendan Behan, Samuel Beckett and Brian Friel; the poetry of Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Richard Murphy and Seamus Heaney; the fiction of Liam O'Flaherty, Sean O'Faolain, Frank O'Connor, Flann O'Brien, Mary Lavin, William Trevor, Edna O'Brien and others.

---

## **ENGL 386 English Romantic Poets (3 credits)**

*Prerequisite: ENGL 102*

The course examines selected poetry and prose of writers such as Wordsworth, Coleridge, Shelley and Keats with the principal objective of understanding the character and modes of expression of each poet's imaginative vision. Consideration is given to historical background and to developments in philosophy and aesthetic theory which have a direct bearing on Romantic poetry.

---

## **ENGL 389 Topics in Writing (3 credits)**

*Prerequisite: ENGL 102*

The course explores writing on different subjects from semester to semester according to interest and demand. Typical topics may include writing the research paper, the narrative essay, the personal journal, writing literary criticism, etc. This course may be repeated for different topics.

---

## **ENGL 390 Theories in Writing (3 credits)**

*Prerequisite: ENGL 102*

The course examines fundamental, rhetorical, linguistic, social and discourse theories as they pertain to the writing process. Frequent writing will be assigned.

---

## **ENGL 391 Modern Literary Criticism (3 credits)**

*Prerequisite: ENGL 102*

This course examines the major critics and critical movements of the 20<sup>th</sup> century, particularly in the United States and England, but with some attention to continental critical thought. Critics and theorists such as T.S. Eliot, I.A. Richards, John Crowe Ransom, Edmund Wilson, Lionel Trilling, Northrop Frye, Raymond Williams and Roland Barthes are studied. The principles and methods of several kinds of criticism – formalist, Marxist, psycho-analytical, structuralist and post-structuralist – are examined.

---

## **ENGL 392 Advanced Poetry Writing Workshop (3 credits)**

*Prerequisite: ENGL 229 or consent of instructor*

This course offers an intensive workshop approach to poetry writing for students who wish to submit poems for peer review and develop a poetry portfolio. This course may be repeated once for credit.

---

## **ENGL 393 Modern British Poetry (3 credits)**

*Prerequisite: ENGL 102*

The major British poets of the 20<sup>th</sup> century are studied with particular emphasis on the works of Hopkins, Hardy, Yeats, Eliot, Auden and Thomas.



## **ENGL 394 Modern American Poetry (3 credits)**

*Prerequisite: ENGL 102*

The major American poets of the 20<sup>th</sup> century are studied with particular emphasis on the works of Robinson, Frost, Crane, Auden, Williams and Stevens.

## **ENGL 395 Studies in Recent American Poetry (3 credits)**

*Prerequisite: ENGL 102*

American poets practicing from 1945 to the present are surveyed. Among these poets may be Robert Lowell, John Berryman, Theodore Roethke, Richard Wilbur, Adrienne Rich, Anne Sexton, Sylvia Plath, James Wright, Richard Hugo, Randall Jarrell, Gwendolyn Brooks, Robert Hayden and Gary Snyder. Others may be included from time to time.

## **ENGL 396 Rhetoric and Style (3 credits)**

*Prerequisite: ENGL 102*

This course teaches advanced techniques of writing and provides the student writer with a stronger familiarity with rhetorical theories and schemes of contemporary and historical styles. Students are introduced to rhetorical analysis of their written work, using such tools as Toulmin argument, Burke's pentad, or Aristotle's three proofs.

## **ENGL 399 Topics in Literature (3 credits)**

*Prerequisite: ENGL 102*

This course explores literature on different topics from semester to semester according to interest and demand. Possible topics may include The Bible as Literature, Irish American Literature, Transcendentalism, or The Literature of Aging. This course is repeatable with different topics.

## **ENGL 485 Honors Thesis (3 credits)**

*Prerequisite: ENGL 102*

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

## **ENGL 489 Advanced Portfolio Workshop (3 credits)**

*Prerequisite: ENGL 101 and ENGL 102 and one 300 level writing course*

This course serves as the culmination of the work students do in the Writing Concentration. Students will demonstrate, through the creation of a portfolio of work, their mastery of the rhetorical characteristics of the genres of writing relevant to their professional goals. Finally, students will develop a theory of these genres that identifies the rhetorical aims of the particular genre that they will be working and writing in. This course is required of all students in the Writing Concentration.

## **ENGL 490 Literary Studies in Oxford (3 creditst)**

*Prerequisite: ENGL 102; students will normally be expected to be in their junior or senior year*

Close readings of several major works emphasizing the dynamic relationship between literary texts and the cultural and intellectual environments in which they were created. Authors and periods studied will vary. (This is a special program in England at Oxford University during July. Additional fees are required.)

## **ENGL 494 Seminar: Special Topics (3 creditst)**

*Prerequisite: ENGL 102*

The seminar gives advanced English majors the opportunity for an in-depth study of selected topics in language and literature. Students are expected to demonstrate a proficiency in interpretation and analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. (CWRM)

## **ENGL 495 Seminar: British Literature and Culture (3 creditst)**

*Prerequisite: ENGL 102*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in British and Commonwealth literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations and at least one carefully documented scholarly paper. (CWRM)

## **ENGL 496 Seminar: American Literature and Culture (3 creditst)**

*Prerequisite: ENGL 102*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in American literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. (CWRM)

## **ENGL 497 Seminar: World Literatures and Cultures (3 creditst)**

*Prerequisite: ENGL 102*

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in world literatures and cultures. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. (CWRM)



## **ENGL 498 Internship in English (3-15 credits)**

*Prerequisite: ENGL 102 and consent of the department; formal application required*

The internship provides off-campus work-study experience in areas related to the expanding discipline of English, such as editing, journalism, media, public relations, and technical writing. Internship credits are not applicable to the 36 credits required for the major.

## **ENGL 499 Directed Study in English (1-3 credits)**

*Prerequisite: ENGL 102 and consent of the department; formal application required*

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **ENGL 500 Introduction to Graduate Study in English (3 credits)**

This course will examine the backgrounds and techniques of literary scholarship. Some acquaintance with critical approaches to literature, as well as comprehensive experience in the major genres and periods of English and American literature, will be assumed. Required of MA and MAT candidates in English.

## **ENGL 502 Research or Creative Writing Project (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Original research or creative writing project undertaken by the graduate student in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated for different topics.

## **ENGL 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **ENGL 511 Special Topics in Writing (3 credits)**

Addresses special topics of current relevance in research and instruction in writing. This course may be taken more than once, as different topics are offered.

## **ENGL 513 Theories of Writing (3 credits)**

This course focuses on current theories of composition from theoretical, historical, and professional perspectives. Students will examine how such theories of writing present a kind of professional history of the field of composition and rhetoric and explore the ways they inform educational policy. Students will read, write, and present on these and various related topics.

## **ENGL 515 Studies in Medieval Drama (3 credits)**

This course will investigate representative mystery, miracle and morality plays written in England and Europe during the medieval period.

## **ENGL 520 Studies in Shakespeare and the Renaissance (3 credits)**

Students will analyze selected plays by Shakespeare with special emphasis in each play on the received tradition and on the relationship among the significant aspects of the language, the characters, and the structures. In addition, attention will be given to the use of source material and to the philosophical, social and scientific currents of the age. Finally, students will be examining traditional and contemporary critical views of the plays.

## **ENGL 527 Studies in Seventeenth-Century English Literature (3 credits)**

Students will examine selected writings in prose and poetry from Donne to Dryden for the purpose of understanding the poetic themes and styles as well as the social, philosophical and scientific currents of the period. Among the writers to be considered are Donne, Jonson, Herrick, Herbert, Crashaw, Lovelace, Suckling, Marvell, Dryden and Bacon, Bruton, Browne, Hobbes, Locke and the character writers. Attention will be given to the women of the age, such as Jane Cavendish, Bradstreet, Margaret Cavendish, Philips, Behn, Killigrew, Barker and Pix. Special attention will be given to tracing the shifting emphasis in style and technique concomitant to emerging social, political, religious and philosophical concerns.

## **ENGL 531 Studies in Eighteenth-Century British Literature (3 credits)**

This course is an intensive exploration of the poetry, prose fiction, drama and intellectual prose by major and minor authors from Dryden, Pope, Swift, Defoe and Fielding to Johnson, Boswell, Burke, Austen and Blake.

## **ENGL 535 Studies in British Romanticism (3 credits)**

This course is an in-depth study of the poetry and prose of the Romantic Period, including writers such as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Charlotte Smith, Mary Shelley and Dorothy Wordsworth.

## **ENGL 551 American Transcendentalism (3 credits)**

Development and influence of American Transcendentalism in the literature of Emerson, Thoreau and Alcott will be investigated.

## **ENGL 552 Contemporary American Fiction (3 credits)**

This course intensively examines two or more major American writers from 1945 to present. This course defines postmodern fiction, while emphasizing innovative narrative structures and textures in the work of Nabokov, Hawkes, Barth, Barthelme, Pynchon, Morrison and others.

## **ENGL 565 Modern Critical Theory (3 credits)**

This course will focus on the major American and European schools of criticism that have influenced literary studies in the past forty years. Attention will be given to formalist, structuralist, phenomenological, post-structural, reader-response, Marxist, psycho-analytical, hermeneutic, feminist and new historical schools of criticism.



## **ENGL 570 Graduate Seminar in American Literature (3 credits)**

A particular author, group of authors, or theme in American literature will be studied in depth. Topics will change from year to year.

## **ENGL 580 Graduate Seminar in English Literature (3 credits)**

A particular author, group of authors, or theme in English literature will be studied in depth. Topics will change from year to year. This course may be repeated for different topics.

## **ENGL 590 Graduate Seminar in World Literature (3 credits)**

A particular author, group of authors, or theme in world literature will be studied in depth. Topics will change from year to year.

## **ENGL 592 Fiction Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of creative fiction writing. Students submit fiction for peer critique and read works of published writers. This course may be repeated for credit.

## **ENGL 593 Poetry Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of poetry writing. Students submit creative poetry for peer critique and read works of published writers. This course may be repeated for credit.

## **ENGL 595 Creative Nonfiction Writing Workshop (3 credits)**

This course offers graduate students an intense study of the art and craft of creative nonfiction writing. Students submit creative nonfiction for peer critique and read works of published writers. This course may be repeated for credit.

## **ENGL 599 Internship (3-6 credits)**

*Prerequisite: Consent of department chairperson*

The internship provides practical professional experience in areas related to the discipline of English, such as editing and journalism. Some internship credit may be applicable to the creative writing concentration requirements and repeatable for credit.

## **Other Approved Courses**

ENGL 212 Literary Classics of Western Civilization since 1600  
ENGL 335 Elizabethan and Jacobean Drama  
ENGL 339 Honors Tutorial  
ENGL 397 Film Study: The Director's Art  
ENGL 398 Film Study: Genres  
ENGL 510 Theory and Discipline of English for Teachers  
ENGL 541 Studies in the Novel  
ENGL 542 Studies in Victorian Literature  
ENGL 562 Studies in Modern Drama

## **ENGLISH AS A SECOND LANGUAGE (ENSL)**

### **ENSL 101 English as a Second Language I (3 credits)**

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

An introduction to syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 101) (CHUM; CGCL)

### **ENSL 102 English as a Second Language II (3 credits)**

*Prerequisite: ENSL 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 102) (CHUM; CGCL)

### **ENSL 151 Intermediate English as a Second Language (3 credits)**

*Prerequisite: ENSL 101; and ENSL 102 or ESL IV (high school); or consent of instructor*

The course is designed to accommodate the linguistic needs of ESL students who have successfully completed ENSL 102 or ESL IV in high school and would like to continue with their systematic learning of English. The course emphasizes English Language skills necessary for academic reading, writing, listening and speaking. Students are introduced to aspects of American culture, participate in systematic laboratory practice and utilize a variety of media resources. *Fall semester* (Formerly LAEN 151) (CHUM; CGCL)

### **ENSL 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)



## ENSL 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## ENSL 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## FRESHMAN SKILLS (FRSK)

### FRSK 100 Introductory College Skills: Intrusive Advising (1 credit)

A specialized learning/advising program for freshmen offered by the Academic Achievement Center conducted in a small group setting. In this process, students are encouraged to explore their learning styles, possible career interests and academic goals in terms of the total college environment in a shared and supportive setting. The credit earned may not be used to satisfy any core curriculum requirement, nor may it be applied toward the minimum number of credits required for graduation in any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

### FRSK 101 Introductory College Skills: Writing (3 credits)

This course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. It does not satisfy any core curriculum requirement, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

### FRSK 102 Introductory College Skills: Mathematics (3 credits)

This course is individualized, self-paced and competency-based and covers the fundamental principles of arithmetic, algebra, and geometry including signed numbers, whole numbers, fractions, decimals, percents, exponents, equations, inequalities, rational equations, geometry and problem solving. This course does not satisfy any core curriculum requirement, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## GEOGRAPHY (GEOG)

### GEOG 121 Physical Geography (4 credits)

This course is an introduction to physical geography phenomena (landforms, climate, oceans, soils) in which human-land relationships are central. The focus is on understanding the processes at work in the environment and on their interrelationships. Three hours of lecture and one two-hour laboratory period weekly. *Either semester. (Formerly GEOG 100) (CNSL)*

### GEOG 122 The Physical World (3 credits)

This course studies the formation and distribution of landforms, climates, soils and vegetation. Emphasis is placed on the interrelationships among these components of the environment and their significance to life on earth. *Either semester. Cannot be taken if GEOG 121 is taken for credit. (Formerly GEOG 120) (CNSN)*

### GEOG 130 Environmental Geography (3 credits)

The spatial aspects of the interaction between humans and their physical environment are examined through the analysis of selected problems from resource capacity to pollution. The perceptions of environmental hazards of human settlements are examined to illuminate environmental decision-making. *Either semester (Formerly GEOG 196) (CNSN)*

### GEOG 151 Human Geography (3 credits)

An inquiry into the theoretical and empirical approaches to the study of human spatial analysis is presented. The major topics covered include population, race, language, religion, politics, urbanization and economics. *Each semester (Formerly GEOG 110) (CGCL; CMCL; CSOC)*

### GEOG 171 Geography of the Global South (3 credits)

This course in human geography introduces the geographical study of the current cultural and social systems in the non-Western world (in Africa, Asia and Latin America). Emphasis is placed on the diversity of cultural frameworks and their strategies for dealing with problems. *Fall semester (Formerly GEOG 160) (CGCL; CMCL; CSOC)*



## **GEOG 172 Regional Geography of the Global North (3 credits)**

The study of regional geography of the developed world (including Anglo-America, Europe and the Soviet Union, Australia and Japan) investigates how humans have used the resources available to them to obtain a high standard of living in different physical and cultural milieus. This high standard of living is reflected in land-use patterns that are similar in their broad outlines but different in detail. *Spring semester (Formerly GEOG 170)*

## **GEOG 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **GEOG 213 Geographic Information Systems (GIS) I (3 credits)**

Maps are valuable tools for displaying, interpreting and analyzing patterns of human-environment interactions. This course introduces the basic concepts and procedures necessary to design, construct, interpret, update and present straightforward and effective maps using computer techniques. Students will practice skills of georeferencing and digitizing raster-based images at various scales to produce vector-based map layers for integration into geographic information systems (GIS). This course provides the necessary background for more advanced courses in GIS. *Fall semester*

## **GEOG 221 Meteorology (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or EASC 100 or Aviation major*  
Study of the basic atmospheric processes that result in weather and regional weather systems. Basic instrumentation and practice in observing, data presentation and interpretation of weather maps. Two hours of lecture and one two-hour laboratory period weekly. *Fall semester (Formerly GEOG 203)*

## **GEOG 222 Climatology (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or consent of instructor*  
Study of the elements and controls of climate emphasizing their effect on humans and the environment, and human's response to and modification of climate. The world distribution of climatic regions. Instrumentation and practice in observing, data presentation and analysis. *Spring semester (Formerly GEOG 204)*

## **GEOG 290 Introduction to Geographic Analysis (3 credits)**

*Prerequisite: For majors or minors in geography only; GEOG 121 and GEOG 151*

This course provides a survey of spatial techniques that geographers use to define, research and analyze geographic issues and phenomena. Students will learn to identify real-life geographic problems at a range of spatial scales, from the local to the global. Instructional methods will emphasize hands-on exposure through local field problems and field trips, access to library resources and journals, instrumentation, basic surveying, and professional presentation skills. *Spring semester*

## **GEOG 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **GEOG 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **GEOG 314 Satellite Image Processing Applications to the Environment (3 credits)**

*Prerequisite: Any GEOG course; familiarity with computers recommended*

The acquisition of information for intensive environmental monitoring is increasingly done through remote sensing, which permits a rapid, efficient manner for analysis and decision making by

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



environmental researchers and resource managers. This course will explore techniques to analyze remotely sensed data using a variety of image-analysis systems. Principles of acquisition and interpretation of data collected by imaging sensor such as radar, thermal and multispectral scanners are discussed. Digital-image-processing techniques such as rectification and restoration (processing), image enhancement, image classification and data merging are covered. The course is taught as a combination of lectures and computer laboratory time with hands-on use of one of the remote-sensing softwares. *Offered alternate years, fall semester*

## **GEOG 315 Quantitative Geography (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

Geographers use statistical techniques to measure, describe, classify, analyze, and display information (data) in search of spatial patterns and trends. Geographers make comparisons and examine relationships to answer questions, solve problems and make wise decisions that support a particular objective. This course introduces and applies statistical techniques and computer and model building methodology to analyze various spatial phenomena. (Formerly GEOG 474)

## **GEOG 317 Air Photo Interpretation — Remote Sensing (3 credits)**

*Prerequisite: GEOG 100 or GEOG 122 or EASC 100*

Theory and practice in extracting information about the earth's physical and cultural features from aerial photographs. Acquaints students with the detection, identification, and analysis of the earth's features through remote sensing. The application of computerized digital-image processing to satellite environmental data. Two hours of lecture and one two-hour laboratory weekly. *Fall semester*

## **GEOG 321 Meteorology II (3 credits)**

*Prerequisite: GEOG 221 or consent of instructor*

Students will learn how to use meteorological measurements from local and global networks of weather stations to produce and analyze weather maps/charts using computer software. Laboratory exercises use meteorological software to visualize and interpret atmospheric patterns based on data from advanced computer models, satellite remote sensing, and networks of weather stations. In addition, students will augment computer modeling with laboratory techniques for simplifying, visualizing and analyzing complex atmospheric processes, such as the global circulation, turbulence and icing. The course includes field trips to professional meteorological agencies and observatories. *Alternate spring semesters*

## **GEOG 322 Biogeography (4 credits)**

*Prerequisite: GEOG 121 or BIOL 121*

This field- and lab-based course presents the scope of biogeography as currently practiced in North America. In addition to the academic underpinnings of evolution, disturbance, ecology, and conservation, we explore the key topics of biomes, biodiversity, and animal and plant migration. Organisms vary greatly over space and over time, and thus are a prime topic of study for the geographer. *Alternate fall semesters*

## **GEOG 323 Water Resources (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

This course investigates the complex physical systems involved in the movement of water and how water interfaces with the human landscape. Students will outline and define the economic and legal relationships involved in the supply and demand of this required resource, and analyze problems associated with the management and planning of the distribution of this vital resource. *Alternate spring semesters*

## **GEOG 324 Earth Surface Processes (4 credits)**

*Prerequisite: GEOG 290*

Process is the action produced when a force induces a change. The experiences in this course will introduce the student to the physical processes that create landforms on the earth's surface: mountains, river valleys, caves, dunes, coastlines, glaciers. Field work and laboratory techniques used in modern physical geography will help us analyze problems associated with current challenges in the earth's changing surface. *Alternate fall semesters*

## **GEOG 331 Geography of Environmental Problems (3 credits)**

*Prerequisite: EASC 100 or GEOG 121 or GEOG 122*

Environmental problems are considered in this course from the geographer's point of view — problems such as population density and distribution; balanced land use and its philosophic, aesthetic, and scientific basis; the circulation of goods and people; and a comparison of levels of development. *Spring semester (Formerly GEOG 361)*

## **GEOG 332 Management and Preservation of the Natural Environment (3 credits)**

*Prerequisite: Junior standing and consent of the instructor*

This course is devoted to a detailed examination of the occurrence, exploitation and conservation of natural resources, including minerals, soils, water, forest, grassland, fisheries, wildlife, recreation areas and scenery. Emphasis is placed on conservation in the United States. *Fall semester (Formerly GEOG 307)*

## **GEOG 333 Geography of Environmental Justice (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

This course describes problems of environmental justice as they affect disadvantaged populations. The course reviews the history of this social movement in the U.S. It then examines studies that link the environmental and civil rights movements in recent years and that describe the major problems of identifying environmental injustice both in categorical terms and as a spatial issue. Special attention is given to spatial measurement issues. *Alternate years, fall semester*

## **GEOG 340 Geography Materials and Methods (3 credits)**

*Prerequisite: Any GEOG course*

This course is focused on the maps, globes, and other geographic learning material that are used in developing and extending geographic knowledge and insight. Current techniques and alternative frameworks in the field of geographic education are



emphasized. The course details an examination of the strategies, texts, materials and media that can be used to enhance the teaching and learning of geography within our schools. It closely integrates geographic content and teaching methods so that a truly geographic view of the world can be developed in the classroom. *Offered alternate years, spring semester (Formerly GEOG 320)*

## **GEOG 350 Economic Geography (3 credits)**

*Prerequisite: Any GEOG or ECON course or consent of instructor*

The geographical analysis of the distribution of economic activities such as production, exchange and consumption is presented in this course. Here we examine the principles underlying spatial variations in land use and economic development at the local, national and international levels. *Fall semester (Formerly GEOG 362)*

## **GEOG 353 Urban Geography (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

The geographic aspects of the city including location, function, land-use patterns and interaction. Fieldwork focuses on current problems facing urban life. *Fall semester*

## **GEOG 354 Field Methods in Urban Geography (3 credits)**

*Prerequisite: GEOG 353*

A geography analysis of local urban areas and their problems, and the application of concepts learned in GEOG 353. Hours will be arranged.

## **GEOG 355 Political Geography (3 credits)**

*Prerequisite: Any GEOG or POLI course*

The course examines the variation of politically organized areas and their relationships to each other. The focus is on the interaction of geographical factors (distance, location and distribution) and political process. Emphasis is on both state and non-state agents in the political arrangement of space. *Fall semester (Formerly GEOG 473)*

## **GEOG 363 Locational Analysis (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

The spatial approach is utilized to analyze retail, industrial, and public utility location. Topics covered include demographic analysis, retail structure, location factors and economic development. *Alternate years, fall semester*

## **GEOG 365 Geography of Transportation (3 credits)**

*Prerequisite: Any GEOG course or consent of instructor*

This course will provide a spatial understanding of the role of transportation and interaction. It will provide an analysis of the importance of location relative to economic activities, development of distribution systems, flow analysis, effectiveness of distribution systems and the impact of transport systems on economic development. *(Formerly GEOG 430)*

## **GEOG 374 Geography of the Middle East (3 credits)**

This course provides a survey of the regional geography of the Middle East including the physical setting, environmental issues,

economic development and the evolution of the Middle Eastern landscape and cultures. Special emphasis will be placed on current geopolitical issues in the region. *Alternate fall semesters*

## **GEOG 375 Geography of South Asia (3 credits)**

This course provides a survey of the physical and human geography of South Asia, particularly India, Pakistan, Bangladesh, Nepal, Bhutan, Maldives, and Sri Lanka. This course emphasizes the region's major environmental, economic and cultural geography patterns, processes and issues. Problems related to religious, ethnic and linguistic diversity are examined in the context of modernization and economic development. Interrelationships between South Asian nations will also be explored.

## **GEOG 376 Geography of East Asia (3 credits)**

This course offers a study of the physical and human geography of East Asia, in context of the interrelationships between East Asian countries, their neighbors, and the world. This course will investigate major political, economic, social and environmental geography patterns, processes, and issues of China, Taiwan, Japan, Korea, Vietnam and Malaysia.

## **GEOG 380 Geography of Russia/C.I.S. (3 credits)**

*Prerequisite: Any 100 level GEOG course*

The geography of environment, resources and population is studied in relation to history and the present economic and social system of the Russia/C.I.S. *Offered alternate years, fall semester*

## **GEOG 381 Geography of Latin America (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or GEOG 151*

Physical and cultural patterns of selected countries of South America. Emphasis on current economic and political problems. *(Formerly GEOG 358)*

## **GEOG 383 Geography of the United States (3 credits)**

*Prerequisite: GEOG 151*

The land and people of the United States intertwine to form a vast, complex, ever-changing fabric. As one of the great economic powers in the world, the U.S. must meet the challenges of governing a huge country of pronounced regionalisms, while living next door to the economic and political questions marks of Mexico and Canada. Students will explore such diverse topics as ancient mountain systems, environmental and resource issues, urban and rural immigrant populations and their historic and current distributions, regional cuisines and America's appeal to the traveler. *Alternate spring semesters*

## **GEOG 386 Geography of Canada (3 credits)**

*Prerequisite: GEOG 121 or GEOG 122 or consent of instructor*

The geography of environment, resources and population is examined in relation to history, economic and regional land patterns of Canada. *Offered alternate years, spring semester*

## **GEOG 388 Geography of Africa (3 credits)**

*Prerequisite: Any 100 level GEOG course*

The physical and cultural features of the African continent with special reference to the emerged political and regional patterns. *Spring semester*



## **GEOG 400 Special Topics in Geography (3 credits)**

*Prerequisite: Junior standing or consent of instructor*

This course entails vigorous analysis of various topics of special interest. The course will be offered on an occasional basis and may be taken for credit more than once with change of topic.

## **GEOG 413 Geographic Information Systems (GIS) II (3 credits)**

*Prerequisite: GEOG 213 or consent of instructor*

This course offers a solid background in the fundamentals of Geographic Information Systems (GIS) to explore the analytical capabilities of GIS and apply them to real-world situations. Application of GIS techniques to problems in a variety of fields, including land-use planning, natural resource management, transportation, and urban and regional planning will be examined. Students develop their own projects and work at a more advanced level solving spatial problems with GIS. Students will have the practical experience of using GIS programming skills to solve real-world problems in a customized fashion.

*Spring semester*

## **GEOG 422 Online Weather Studies (3 creditst)**

In this meteorology course, which is designed and serviced by the American Meteorological Society (AMS), students will access and work with current weather maps delivered via the Internet, and will coordinate these maps with learning activities keyed to the day's weather. This study of the atmosphere includes weather systems from local to global scales, severe weather and current weather applications. The course meets three times per semester for evaluation. All other activities are executed solely on the Internet, with the faculty mentor guiding the student in understanding the basic principles of meteorology and analyzing real-time weather data. *Spring semester (Formerly GEOG 402)*

## **GEOG 431 Environmental Regulations (3 credits)**

*Prerequisite: GEOG 130 or GEOG 331 or consent of instructor*

This course examines environmental regulation as a significant aspect of environmental geography, which is the study of spatial aspects of the interaction between humans and the natural world. In the United States, much of that interaction is mediated through environmental regulations, which in turn arise from a series of landmark environmental laws, including the Clean Air Act, the Clean Water Act, the Resources Conservation and Recovery Act and Superfund. Students will learn about the origins of these acts, how they give rise to regulations, and how enforcement of regulations is articulated at the federal, state and local levels. Innovations such as toxic reduction will be discussed in a regulatory context, as will the implications of regulatory programs for non-government organizations, consultants and private industry. *Alternate spring semesters*

## **GEOG 441 Geographic Frameworks (3 credits)**

*Prerequisite: GEOG 290 or consent of instructor*

This course enables undergraduate students majoring in primary or secondary education to develop a detailed understanding of the discipline of geography. State, national and international framework documents are examined, with particular attention to current Massachusetts frameworks. The course is organized

around such fundamental geographic concepts as place, scale, regions and human-environment interaction. It demonstrates how geographers use these concepts to develop a greater understanding of the world. *Alternate fall semesters*

## **GEOG 462 Principles of Urban Planning (3 creditst)**

*Prerequisite: GEOG 213 and GEOG 290; or consent of instructor*

An introduction to the process of planning which deals with the interrelationships of resources, facilities, activities, and people over time and space. *Offered alternate years, spring semester (Formerly GEOG 420)*

## **GEOG 463 Applications in Urban Planning (3 credits)**

*Prerequisite: GEOG 462*

This course is intended for students with a strong interest in urban and regional planning. The course examines past cases and future proposals for a variety of land use and zoning decisions. The focus is on applying good growth management practices that allow communities to sustain their economic health, foster diversity, and promote sense of place. Students will analyze current trends in population, employment and housing in order to construct an example master plan that relates these factors to land use and development choices that promote smart growth. *Alternate years, spring semester*

## **GEOG 490 Seminar in Geography (3 creditst)**

*Prerequisite: Open to geography majors in their final year*

The historical development of methods and techniques used in geographic research. Preparation of a research paper on a problem selected from one of the subdivisions of geography. For senior geography majors. *Fall semester*

## **GEOG 497 Undergraduate Research in Geography (3 credits)**

*Prerequisite: Junior or senior standing and acceptance by the supervising faculty member*

Students who are accepted by a faculty member as a participant in an undergraduate field or laboratory research project enroll in this course. Projects entail research in the faculty member's subdiscipline and are publicized as they become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the department.

## **GEOG 498 Internship in Geography or Planning (3-6 credits)**

*Prerequisite: Consent of the department; formal application required*  
Student internships in local planning department or agency. The purpose of this internship is to provide a student with experience in various aspects of his/her planning interest. *Either semester*

## **GEOG 499 Directed Study in Geography (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **GEOG 504 On-Line Weather Studies (3 credits)**

This is a meteorology course that will cover all major aspects of atmospheric processes, including weather systems from local to global in scale and severe weather. This on-line course will involve work with current weather maps and data delivered via the Internet, and will coordinate this information to the day's weather. The instructor guides the student in understanding the basic principles of meteorology and in analyzing real-time weather data. The class meets in a formal classroom three times per semester. A research project is required which is keyed to the background and interests of each student. *Spring semester*

## **GEOG 520 Special Topics in Geography (1-3 credits)**

*Prerequisite:* May be specified depending on the nature of the topic. Special topics of current relevance to geography will be offered from time to time. The topic to be offered will be announced in pre-registration publications. This course may be taken more than once for different topics.

## **GEOG 551 Geography in the Middle School (3 credits)**

This course examines in depth the characteristic features of countries on six continents as delineated by the Massachusetts curriculum framework. Course participants will develop the geographic content that can be translatable for classroom use at the middle school level. The purpose of the course is for teachers to develop the necessary knowledge, insights, and teaching approaches so that they can teach, with confidence, about the various regions of the world. The geographic approach used in the course integrates historical, economic, and political issues in order to develop a more comprehensive understanding of our world.

## **GEOG 580 The Regional Method in Geographic Analysis (3 credits)**

This course examines the nature of regionalism as a heuristic device. The purposes and problems of regionalization are explored in a variety of contexts where human and physical phenomena interact. Regions are analyzed and changing social constructs essential for the spatial analysis so central to geographic inquiry. The course examines changing definitions of regionalism from the French compage to the fluid functional regions of contemporary life.

## **Other Approved Courses**

GEOG 382 Geography of Europe  
GEOG 500 Planning and Urban Environment  
GEOG 502 Research  
GEOG 503 Directed Study  
GEOG 520 Improving the Teaching of Earth Sciences, Geography and Energy I  
GEOG 521 Improving the Teaching of Earth Sciences, Geography and Energy II  
GEOG 550 Contemporary Issues in Geography  
GEOG 555 Field Methods in Geographic Inquiry  
GEOG 560 Seminar in Geographic Education  
GEOG 565 Geotechnology  
GEOG 570 Planning and Economic Development  
GEOG 575 Environmental Issues: Problems and Solutions

*tMay be taken for graduate level credit*

## **GRADUATE PROGRAM PLANNING (GRPP)**

### **GRPP 501 Graduate Program Planning (1 credit)**

The planning and development of a coherent program of graduate study appropriate to the student's academic and professional background and objectives. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their adviser(s) immediately after acceptance by the School of Graduate Studies and prior to enrolling in any additional courses. Graded on a (P) Pass/(N) No Pass basis.

## **GENERAL SCIENCE (GSCI)**

### **GSCI 501 Problem Solving in Science for the Middle School Teacher (3 credits)**

This is the introductory course for the MAT in the General Science Program. This course uses a content-rich problem-based integrated science approach. The course will introduce the process and culture of teaching science. This course will weave the Curriculum Frameworks and MCAS expectations with instructional strategies. Students will be introduced to resources for teaching science at the middle school level.

### **GSCI 504 Topics in Life Sciences for the Middle School Teacher (3 credits)**

*Prerequisite:* GSCI 501

This course is part of the MAT in General Science Program. It cannot be used as part of the MAT in Biology. This course presents selected areas of middle school level (grades 5-8) life science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include classification of organisms, structure and function of cells, systems in living things, reproduction and heredity, evolution and biodiversity, living things and their environment, energy and living things and changes in ecosystems over time. Specific content will be developed to meet the assessed needs of teachers and the school districts. BIOF 508 modular courses may be combined to meet the three-credit requirement of this course with approval of the biology department adviser.

### **GSCI 505 Topics in Physical Sciences for the Middle School Teacher (3 credits)**

*Prerequisite:* GSCI 501

This course is part of the MAT in General Science Program. This course presents selected areas of middle school level (grades 5-8) physical science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include properties of matter, atoms, force and motion, and energy transformations.

### **GSCI 506 Topics in Earth/Space Sciences for the Middle School Teacher (3 credits)**

*Prerequisite:* GSCI 501

This course is part of the MAT in General Science Program. This course presents selected areas of Middle School level (grades



5-8) Earth and Space Science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Examples of possible topics include Earth's structure, matter and energy in the earth system, plate tectonic theory, and the origin and evolution of the universe.

## GSCI 507 Topics in Technology/Engineering for the Middle School Teacher (3 credits)

*Prerequisite: GSCI 501*

This course is part of the MAT in General Science Program. This course presents selected areas of Middle School level (grades 5-8) Technology/Engineering as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include the design process, impact of technology on nature, future technologies, tools and machines of technology, resources and technology in communication, transportation and power.

## GSCI 508 Integrated Science for the Middle School Teacher (3 credits)

*Prerequisite: GSC1 501 and GSC1 504 and GSC1 505 and GSC1 506 and GSC1 507*

This is the capstone course for the MAT in General Science Program. This course uses a content-rich, problem-based, integrated science approach. The course will allow students to bring together their content mastery in science with the pedagogy developed in their education courses and improve ways to put them into practice.

## HEALTH (HEAL)

### HEAL 102 Health and Wellness (3 credits)

Attitudes and practices as they influence effective living: common adult health problems; community health standards and services; special problems of community health.

### HEAL 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester.

*HEAL 135 fall semester, HEAL 136 spring semester*

### HEAL 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### HEAL 200 Principles and Practices of Health Education (3 credits)

This introductory course is designed to provide students with an in-depth examination of the process and context of health education and health promotion. Students will receive information and resources that will enable them to begin developing the competencies and skills of entry-level health educators.

*Fall semester*

### HEAL 286-287 Sophomore Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in Health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester.

*HEAL 286 fall semester, HEAL 287 spring semester*

### HEAL 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)



## **HEAL 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **HEAL 300 Current Issues in Health (3 credits)**

Designed to acquaint the students with current health issues and trends related to the school and community. *Spring semester*

## **HEAL 302 American Red Cross Standard First Aid (1 credit)**

The purpose of the American Red Cross Standard First Aid course is to train students to help people in emergencies. This course teaches the standard first aid skills a person needs to act as the first link in the emergency medical service system.

## **HEAL 315 School and Community Health (3 credits)**

This course will provide an overview of the fundamental concepts and issues in school and community health and will examine basic community and school health principles. The personal, social, and environmental factors influencing the health of communities and schools will be explored. The course will also examine the historical and structural foundations of community and school health.

## **HEAL 385 Epidemiology: The Study of Diseases (3 credits)**

*Prerequisite:* HEAL 200

Epidemiology is the study of how health and disease are distributed in populations and the factors that influence disease distribution. This course will introduce basic epidemiological methods used in the study of health problems. It will focus on the tools and epidemiologic methods used in identifying, preventing and controlling disease. The course will also examine major chronic and infectious diseases – their etiology, transmission and prevention.

## **HEAL 401 Human Sexuality (3 credits†)**

This course deals with issues of sexual response, including dysfunction and reproduction. Also included are discussions of sexual styles and expressions as they impact upon the biosocial and political climate of the times. Topics of in-depth analysis may focus upon IVF issues, fertility control and sexually transmitted diseases.

## **HEAL 405 Drugs in Society (3 credits†)**

Study of the impact of the environmental and cultural values affecting the drug using population. Views on subculture and alternative life styles and the forces that shape them. Understanding trends of modern treatment facilities and rehabilitation procedures. Emphasis on alternatives to drug use.

## **HEAL 407 Stress Management (3 credits†)**

This course is designed to provide students with an overview of the phenomenon of stress, and its relationship to specific illness, diseases and dysfunctions. The course also provides students with opportunities to practice, apply and demonstrate stress intervention and management techniques.

## **HEAL 420 Women's Health Issues (3 credits)**

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health – examining the contributing social, cultural, epidemiological, psychological, political and economic influences.

## **HEAL 430 Epidemiology and Community Health (3 credits†)**

*Prerequisite:* Junior standing or consent of instructor

Applications of epidemiologic principles to the study of community based health issues including uses in program planning and evaluation. Basic epidemiologic data analysis and sources of community health statistics are also included.

## **HEAL 450 Health Promotion Strategies (3 credits†)**

*Prerequisite:* HEAL 200

Current strategies and techniques for transmitting information will be analyzed. Students will develop and evaluate strategies and techniques for promoting health information and wellness behaviors in a variety of settings. *Spring semester*

## **HEAL 451 Program Planning in Health Promotion (3 credits†)**

*Prerequisite:* HEAL 200

This class is designed to give students the tools and skills they need to design conduct, and evaluate health education programs in the various settings for health education. Assessing needs, formulating objectives, session/lesson planning, evaluation purposes, methods and designs will be covered. (CWRM)

## **HEAL 452 Evaluation and Research in Health Promotion (3 credits)**

*Prerequisite:* HEAL 451

This course is designed to give students the tools and skills they need to design and conduct health program research and evaluation. Evaluation research purposes, levels, methods, designs and measurement issues will be covered. Some basic statistics will be included.



## HEAL 471 Nutrition (3 credits†)

This course deals with the relationships between diet and disease prevention, cultural eating patterns, dysfunctional eating behaviors and issues relating to nutrition through the life span, as well as concerns related to food safety and the impact of technology.

## HEAL 477 Environmental and Consumer Health (3 credits†)

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services.

## HEAL 482 Health Education in the Elementary Schools (3 credits†)

*Prerequisite: Admission to the Professional Education Program*  
Study of the identification and appraisal of physical, emotional and social health problems of elementary school children. Focus on teachers' approaches toward health education and the creation of an emotionally, socially and intellectually healthy classroom environment.

## HEAL 483 Nutrition and Cardiovascular Health (3 credits†)

*Prerequisite: One course in nutrition or a scientifically based course that includes topics of nutrition*  
This course will deal with the selection of nutritional foods throughout the life cycle with specific emphasis on how cardiovascular health may be maintained and/or improved by proper nutritional practices.

## HEAL 484 Death and Dying Education (3 credits†)

A study of the health issues (physical, emotional and social) related to terminal illness and death.

## HEAL 485 Medical and Scientific Aspects of Human Sexuality (3 credits†)

*Prerequisite: HEAL 401 or consent of instructor*  
The purpose of this course is to update the advanced sexuality student on medical research as it relates to human sexuality. Course content may consider such issues as fertility medications, sexual dysfunction, as well as research on variations in sexual styles. *Alternate years*

## HEAL 490 Senior Seminar in Health Education (1 credit)

*Prerequisite: HEAL 200 and HEAL 300 and HEAL 401 and HEAL 405 and HEAL 407 and HEAL 430 and HEAL 451 and HEAL 471 and HEAL 477*  
This course serves as a capstone course for health education majors. A review of the concepts and skills addressed in the major courses and their applications to the discipline of health education will serve to prepare students for the National

Certified Health Education Specialist exam. Student portfolios will be submitted and assessed. Also included will be a focus on job preparation skills.

## HEAL 491 Field Based Pre-Practicum in Health (2 credits)

*Prerequisite: Admission to the Professional Education Program*  
This course is designed to provide the student with an introduction to teaching health education in an off-campus setting.

## HEAL 492 Practicum in Student Teaching—Health (12 credits)

*Prerequisite: Acceptance and good standing in teacher preparation program and satisfactorily completed department teacher preparation program courses and admission to the Professional Education Program*  
Full-time teaching for one semester with supervision provided by members of the department.

## HEAL 495 Practicum in Student Teaching - Elementary Health (Health/Family and Consumer Science) (6 credits)

*Prerequisite: HEAL 491 and acceptance into student teaching*  
This course is designed to provide the student with faculty-supervised student-teaching experience in health education with grades K-6. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

## HEAL 496 Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science) (6 credits)

*Prerequisite: HEAL 491 and acceptance into student teaching*  
This course is designed to provide the student with faculty-supervised student-teaching experience in health education with grades 7-12. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

## HEAL 498 Field Experience in Health (3-15 credits)

*Prerequisite: HEAL 451 and consent of the department*  
A field experience offers qualified students the opportunity to gain practical off-campus experience in health education/promotion. Placements are made in both public and private agencies and are designed to strengthen students' competencies in the CHES (Certified Health Education Specialist) areas of responsibility.

## HEAL 499 Directed Study in Health (1-3 credits)

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

†May be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **HEAL 501 Health Promotion Project (3 credits)**

Individual health promotion project is planned, implemented and evaluated under the direct supervision of a faculty mentor.

## **HEAL 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph titled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **HEAL 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph titled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **HEAL 504 Seminar in Health Promotion Theory and Literature (3 credits)**

This course is designed to orient the graduate student to the process of a formal literature review and the subsequent theory that ensues. The student will be required to complete a comprehensive literature review and deliver a formal seminar report.

## **HEAL 508 Health Crisis Intervention (3 credits)**

*Prerequisite: Six credits in health*

Dealing with mental, emotional and social health problems of the individual, the family and society. Exploration of suicide education, death education and psychosomatic illness. Investigation and practice of techniques of aiding the potential suicide; the tripping drug user; the chronic alcoholic; the obese, neurotic, and promiscuous; geriatric problems; and health care availability. Course will consider agency roles in these areas.

*Offered alternate years*

## **HEAL 510 Advanced Nutrition Concepts (3 credits)**

*Prerequisite: HEAL 471 or a nutrition course*

An advanced course in nutrition with emphasis on current nutritional concepts and a critical analysis of major nutritional issues.

## **HEAL 511 Research and Evaluation Methods in Health Promotion (3 credits)**

This course will develop competencies needed to both produce and consume research in health promotion and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Fall semester*

## **HEAL 516 Family Life and Sex Education (3 credits)**

*Prerequisite: At least one course in human sexuality and consent of instructor*

Curriculum development and implementation strategies for comprehensive school/community-based sexuality education. The course deals with a variety of sexuality issues including STDs, fertility and contemporary social issues of sexism and aggression. *Offered alternate years*

## **HEAL 518 Quantitative Methods in Health Promotion and Epidemiology (3 credits)**

This is an introductory course in quantitative methods in epidemiology and health promotion. The course includes inferential and descriptive techniques as well as life table construction and epidemiological rates, ratios and proportions.

## **HEAL 519 Scientific and Philosophical Foundations of Health Promotion (3 credits)**

The focus of this course is on surveying and providing the historical/philosophical foundations of health promotion and providing a scientific basis for the development of health promotion programs.

## **HEAL 520 Designing and Administering Health Promotion Programs (3 credits)**

Analysis and skill development in administration of health promotion programs in a variety of settings with emphasis on administrative issues, staff development and consultation.

## **HEAL 525 Women's Health Issues (3 credits)**

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health, and examine the contributing social, cultural, epidemiological, psychological, political and economic influences.

## **HEAL 535 Comprehensive Elementary School Health Program (1.5 credits)**

Aspects of the comprehensive school health program related to the role of the K-6 classroom teacher will be examined. *Spring semester*

## **HEAL 577 Environmental and Consumer Health (3 credits)**

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services.

## **HEAL 581 Special Topics in Health Education (1-3 credits)**

Special topics in health education are presented with special emphasis on application in the field. Topics are given in modules of 1-3 credits each. This course may be repeated for different topics.

## **HEAL 594 Educational Approaches to Changing Drug Use Behavior (3 credits)**

*Prerequisite: At least one course pertaining to drugs and consent of instructor*

The focus of this course is drug abuse problems in youthful populations. The importance of teachers developing their own self-awareness and using early intervention strategies is emphasized.

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



sized. Teachers at the elementary and secondary levels will experience a variety of methodologies intended to equip them with strategies for changing student behaviors in respect to present or intended drug use. All course participants will develop skills in assessing student needs, planning and implementing drug education programs and evaluating their effectiveness in changing attitudes, beliefs, values and behaviors related to drug use. *Offered alternate years*

## HEAL 595 Internship in Health Promotion (1-6 credits)

*Prerequisite: 15 graduate credits must be completed or consent of instructor*

An internship offers qualified students the opportunity to gain practical experience within their major area of interest. Placements are designed to complement a student's program focus.

### Other Approved Courses

- HEAL/SCWK 403 Interdisciplinary Approaches to the Delivery of Health Services
- HEAL 455 Promoting Health in the Workplace
- HEAL 474 Community Health
- HEAL 481 Selected Health Issues

## HISTORY (HIST)

### HIST 111 Western Civilization to the Reformation (3 credits)

The course surveys the major developments from the genesis of Western civilization to the establishment of absolute monarchy. These developments include the Near Eastern, the Graeco-Roman, and the Judeo-Christian traditions of our civilization. *Either semester* (CHUM; CGCL; CMCL)

### HIST 112 Western Civilization since the Reformation (3 credits)

The course surveys the major developments in Western civilization from the establishment of absolute monarchy to the present. These developments include the evolution of political, economic, social and intellectual aspects of the modern world. *Either semester* (CHUM; CGCL; CMCL)

### HIST 131 World History to 1500 (3 credits)

This course will survey major issues in the politics, society, culture and economy of human societies around the world, from human evolution to 1500. (CHUM; CGCL; CMCL)

### HIST 132 World History since 1500 (3 credits)

This course will survey major issues, events and processes in the politics, society and economy across societies from the world's major regions, from 1500 to present. (CHUM; CGCL; CMCL)

### HIST 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Freshman Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *HIST 135 fall semester, HIST 136 spring semester*

### HIST 151 Asian Civilization (3 credits)

An introductory survey of the major Asian civilizations including those of China, Japan, and India. This course presents a historical view of Asian traditions and their modern transformation in the context of East-West interactions. (CHUM; CGCL; CMCL)

### HIST 161 History and Culture of Mexico (3 credits)

This course surveys the history of Mexico from the earliest human inhabitation to the present. It will present different interpretations of the major themes and developments in Mexican history: the ancient civilizations of Mesoamerica, the Spanish conquest and colonization, Mexico's struggle for independence from Spain, the development of a unique Mexican culture incorporating Hispanic and indigenous traditions, and the quest for modernization and nationhood through reform and revolution. Special attention will be paid to relations between Mexico and the United States, from the Mexican-American War to NAFTA. (CGCL; CHUM; CMCL; CWRT)

### HIST 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### HIST 221 United States History and Constitutions to 1865 (3 credits)

This course examines the development of the nation from the age of exploration to the end of the Civil War. It emphasizes the economic, political, intellectual and social maturing of the United States. *Either semester* (CHUM; CUSC)

*†May be taken for graduate-level credit*



## **HIST 222 United States History and Constitutions since 1865 (3 credits)**

This course continues the study begun in HIST 221 down to the present. It emphasizes the growth of America as an industrial and world power and the increasing role of government in American life. *Either semester (CHUM; CUSC)*

## **HIST 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor*

Sophomore Honors Colloquia in history allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HIST 286 fall semester, HIST 287 spring semester*

## **HIST 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **HIST 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **HIST 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite: Consent of the department*

Special topics in history. Open to Commonwealth and departmental honors students. Three hourly meetings weekly. *HIST 338 fall semester, HIST 339 spring semester*

## **HIST 400 The Ancient World: Near East (3 creditst)**

*Prerequisite: HIST 111 or HIST 121 or HIST 131*

From prehistoric times through the Persian Empire.

## **HIST 403 Ancient Greece and the Hellenistic Age (3 creditst)**

*Prerequisite: HIST 111 or HIST 121 or HIST 131*

A historical survey of Ancient Greece and a comprehensive study of the cultural contributions of the Greeks to western civilization.

## **HIST 404 The Ancient World: Rome (3 creditst)**

*Prerequisite: HIST 111 or HIST 121 or HIST 131*

From its beginnings to the barbarian invasions.

## **HIST 406 Rise of Early Christianity (3 creditst)**

*Prerequisite: HIST 111 or HIST 121 or HIST 131*

This course traces the development of Christian beginnings from the birth of Christ to the Council of Nicaea in A.D. 325. It intends to examine the cultural, social, intellectual, political and religious climate in the Roman Empire out of which Christianity sprang, the problems the early Christians encountered, and the Christian reaction to these problems.

## **HIST 415 Europe in the Middle Ages (3 creditst)**

*Prerequisite: HIST 111 or HIST 121 or HIST 131*

From the fall of Rome to the Renaissance. *Offered once in three years*

## **HIST 418 Renaissance Europe (3 creditst)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will begin with an examination of the implications of the commercial revolution in Western Europe and with the rise of the Italian communes and then explore the demographic, social, political, military, cultural, and economic history of western and central Europe during the Renaissance.

## **HIST 419 The Reformation and Wars of Religion (3 credits)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 131, HIST 132*

This course will examine the causes, conditions and results including domestic and international warfare of the Protestant Reformation and Catholic Reform movement in Europe and its colonies to circa 1648.

*t May be taken for graduate-level credit*

Note. This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



**HIST 420 Early Modern Europe: Society and Culture (3 credits)**

*Prerequisite:* One of the following: HIST 111, HIST 112, HIST 131, HIST 132  
This course will explore the history of European social and economic life, thought, and culture of elites and common folk from the 16<sup>th</sup> through the 18<sup>th</sup> centuries.

**HIST 421 European Women's History: Medieval Renaissance and Reformation (3 creditst)**

*Prerequisite:* HIST 111 or HIST 112; or consent of instructor  
An examination of the prescriptive notions of "woman" as well as the varieties of actual historical experiences of women in western European society from the early Middle Ages through the Renaissance and Reformation periods (ca. 500-1650).  
*Offered alternate years*

**HIST 425 British History since 1603 (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
England and its empire to 1815 with stress on parallel developments in American history, including economic and social factors.

**HIST 426 British Empire and Commonwealth since 1815 (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Political development to the present with emphasis on the rise and fall of the second empire.

**HIST 430 Nineteenth Century Europe (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
From the Napoleonic era to the eve of the First World War.

**HIST 431 Twentieth Century Europe (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Particular focus on backgrounds, development, and effects of the two world wars.

**HIST 432 Intellectual History of Modern Europe (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
From the Renaissance to the present. *Offered once in three years*

**HIST 434 Modern Russia (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Political, social and economic factors in the history of Russia from the end of the 15<sup>th</sup> century to the Revolution.

**HIST 435 History of the U.S.S.R. (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
The political, social, intellectual and diplomatic history of the Soviet Union.

**HIST 436 History of East-Central Europe since 1918 (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
The political, social, economic, cultural and intellectual history of Austria, Hungary, Czechoslovakia and Poland during the interwar period and that of the Socialist Republics (Hungary, Czechoslovakia, Poland and East Germany) from the Second World War to 1989. *Offered once in three years*

**HIST 437 European National Histories (3 creditst)**

*Prerequisite:* One of the following: HIST 111, HIST 112, HIST 131, HIST 132  
This course will treat an individual nation in the context of Modern European History. The country to be studied will be announced in the Course Schedule in advance. The course may focus, for example, on France, Germany, Italy, Poland, Portugal or Spain. This course may be repeated for different topics.

**HIST 439 Topics in Non-United States History (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Varied topics such as the Crusades and Latin American revolutions. This course may be repeated for different topics.  
*Either semester*

**HIST 440 Topics in United States History (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
Varied topics such as the French in New England, history of Boston, American assassinations, the Vietnam War and Abraham Lincoln. This course may be repeated for different topics.  
*Either semester*

**HIST 441 United States History: The Colonial Period 1607-1763 (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
The settlement and growth of the English colonies of America; England's colonial policies; economic and institutional development in the provincial period; the wars with the Native Americans; and the rivalry with the French in America. *Offered alternate years*

**HIST 442 United States History: The American Revolution 1763-1787 (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
Background and causes of the American Revolution; the military, social, political and diplomatic aspects of the Revolution. The government under the Articles of Confederation and the problems engendered by the attainment of political independence. *Offered alternate years*

**HIST 443 United States History: The Early National Period (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
United States history from the establishment of the Republic to the election of Andrew Jackson.



## **HIST 444 Jacksonian Democracy and the Coming of the Civil War (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

The election of Andrew Jackson and the "rise of the common man," the Whig-Democrat rivalry, the Texas question, Manifest Destiny, the rise of abolitionism, and the events leading to the outbreak of the Civil War.

## **HIST 445 United States History: The Civil War (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

Background and causes of the Civil War, the military and naval aspects. Civil War music, art, and literature; diplomacy of the Civil War; the home front in the war; the plans for reconstruction; and military reconstruction. *Fall semester*

## **HIST 448 United States Foreign Relations to 1900 (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

From the American Revolution to 1900. *Fall semester*

## **HIST 453 United States History: Progressive Era (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

The rise of the Progressive movement in American history to the early 1920s as reflected in politics, government, and the social and intellectual life of the era. *Offered alternate years*

## **HIST 455 History Study Tour (country to be determined) (3 credits)**

*Prerequisite: Consent of instructor*

This course will offer students a first-hand, supervised crosscultural travel and study experience from a historical perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Topics focus on historical development of world cultures such as walled cities in Italy and heritage sites in Japan. This course is interdisciplinary in nature, drawing upon perspectives such as visual and performing arts, religious traditions, political organization, economic development and family life. This course may be taken as an elective or an area requirement for history credits.

## **HIST 456 World War II (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

A study of the global conflict with emphasis on military, diplomatic and political events. *Fall semester*

## **HIST 457 America since World War II (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

The political, social, cultural and diplomatic development of America since World War II with emphasis on the Cold War, the Civil Rights Movement, and the debate over Welfare State.

## **HIST 461 American Immigration and Ethnicity (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

Patterns of migration to the United States with particular emphasis on the 19<sup>th</sup> and 20<sup>th</sup> centuries. *Fall semester*

## **HIST 462 American Labor History (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

The pre-industry and industrial periods. Emphasis on reciprocal relations of workers, immigrants, urbanization and industrialization. *Either semester*

## **HIST 464 New England Textile Communities: Social and Economic History (3 credits†)**

*Prerequisite: HIST 221 or HIST 222*

Social history emphasizing economic, ethnic, labor, political and religious factors during a period when the New England region achieved ascendancy as the nation's foremost cotton textile area. *Offered alternate years*

## **HIST 465 African-American History (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

From the colonial period through the present.

## **HIST 466 Women in American History (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

A history of American women from the colonial period to the present time. Students who elect both HIST 458 and HIST 466 may use only one of these courses to meet the history major requirements. *Offered alternate years*

## **HIST 471 Sport in American Life (3 creditst)**

*Prerequisite: HIST 221 or HIST 222*

The rise of sport in American society, stressing its cultural, economic and social impact since the Civil War. *Spring semester*

## **HIST 473 Asian-American History (3 creditst)**

*Prerequisite: HIST 221 or HIST 222; and one of the following: HIST 111, HIST 112, HIST 131, HIST 132, HIST 151*

This course explores Asian-American history, from the 19<sup>th</sup> century to the present. It will focus on the changing experiences of Asian-Americans within the larger context of immigration and race relations in American history.

## **HIST 474 Islamic Civilization to 1400 (3 creditst)**

*Prerequisite: One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132*

A survey of Middle Eastern history from the rise of Islam in the 7<sup>th</sup> century through the Mongol conquests in the 13<sup>th</sup> century. Coverage will include political, social and religious developments during the formative centuries of Islamic civilization. Topics include the career of the Prophet Muhammad and the origins of the earliest Muslim state; the attempt to create a universal Muslim empire (the Caliphate) and its ultimate collapse; the transmission of knowledge and learning; mystical and sectarian forms of piety and their social and political expressions; forms of household, and the place of slaves, women and non Muslims in

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



Islamic society; tribes, cities, and the rise of warrior elites; and the popular imagination. Attention will be given to long-term cultural and social continuities between the Islamic and ancient Near East, evolving conceptions of religious and political authority, and the relationship between rules and ruled.

**HIST 475 The Modern Middle East (3 creditst)**

*Prerequisite:* One of the following: HIST 111, 112, 121, 131, 132  
A survey of Middle Eastern history from 1400 to the present. Topics include the rise and decline of the last Muslim empires, European colonial and imperial penetration of the Middle East in the 19<sup>th</sup> century, the social and cultural impact of imperialism, the rise of nation-states in the 20<sup>th</sup> century, nationalist ideologies (e.g. pan-Arabism, Zionism), the emergence of political Islam as a key force, religious sectarianism, and contemporary problems of political and economic development.

**HIST 477 Latin America: The Colonial Period (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Indigenous peoples of the area, exploration and conquest, and institutional development of the empire to the revolts against Spain.

**HIST 478 Latin America: The National Period (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
From the revolutions against Spain to the present.

**HIST 480 History of Imperial China (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
This course will provide an overview of Chinese civilization and society, with an emphasis on the history of late imperial China from the 11<sup>th</sup> through the 19<sup>th</sup> centuries.

**HIST 481 China Under Communism (3 creditst)**

*Prerequisite:* one of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222  
The social, political, and economic transformation of China from an agrarian empire to a revolutionary, socialist nation.

**HIST 482 History of Modern Japan (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
This course will provide an overview of Japan's transformation from a feudal regime to a modern nation, with an emphasis on the period from 1600 to the present.

**HIST 483 South Asia: The Modern Period (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Emphasis on colonialism and nationalism in the Indian subcontinent and Vietnam. *Fall semester*

**HIST 484 War and Revolution in Modern Asia (3 creditst)**

*Prerequisite:* One of the following: HIST 111, HIST 121, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222  
This course will examine the revolutionary movements and military conflicts in Asia in the 20<sup>th</sup> century, with an emphasis on China and Japan.

**HIST 485 Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students  
One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

**HIST 487 Canadian History to Confederation (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
The land, the native peoples, exploration, patterns of settlement of the French through the Conquest to the development of English institutions.

**HIST 488 Canadian History since Confederation (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
The evolution of an independent Canada from the time of the Confederation.

**HIST 489 History of Canadian-American Relations (3 creditst)**

*Prerequisite:* HIST 221 or HIST 222  
An analysis of the Canadian efforts to remain friendly with the giant to the south while protecting its political, economic and cultural integrity. *Offered once in three years*

**HIST 490 Historical Studies at Oxford (3 creditst)**

*Prerequisite:* HIST 111 or HIST 121 or HIST 131  
Study of selected topics in European History. (This is a special program in England at Oxford University during July. Additional fees are required.) Open to juniors and seniors only.

**HIST 491 Medicine and Society in the North Atlantic World (3 creditst)**

*Prerequisite:* One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 221, HIST 222; or consent of instructor  
This course explores themes in the social history of health, medicine and gender in the English-speaking North Atlantic world, from the beginning of the 18<sup>th</sup> century to 1920. The course compares how western societies have conceived of "health" for men and women and examines how the delivery of medical care in these societies changed over time. Specific topics will include changing conceptions of the body, popular healing and medical professionalization. The course includes both lectures and seminars.



## **HIST 494 Quebec and Canada since 1867 (3 credits)**

*Prerequisite:* One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 221, HIST 222; or consent of instructor

This course examines the love-hate relationship that emerged between French Canada and English Canada in the years between Confederation and the 1995 referendum on separatism in Quebec. How did francophones and anglophones negotiate coexistence within Canada in these years? What are the main sources of separatist feeling in French Quebec? Themes that will be examined include the economic dominance of English Canada over French Canada, the transformation of Quebecois nationalism, and the importance of language protection to French-Canadian culture.

## **HIST 495 Undergraduate History Colloquium (3 credits)**

*Prerequisite:* Two of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132; and HIST 221 and HIST 222

The undergraduate history colloquium is a text and discussion-based, writing-intensive course that focuses on a specific historical topic and relevant historiographical issues, and required development of research skills. This course may be repeated for different topics. (CWRM)

## **HIST 496 Undergraduate History Seminar (3 credits)**

*Prerequisite:* Two of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132; and HIST 221, HIST 222, or consent of instructor

The undergraduate history seminar is an intensive course in which students will write a major research paper involving original research. Students will present and critique papers on specific historical topics and relevant historiographical literature. This course does not carry graduate credit.

## **HIST 498 Internship in History (3-6 credits)**

*Prerequisite:* Consent of the department; formal application required  
Intended to expose student participants to historical artifacts and primary source materials. Host agencies may include museums and public and private historical organizations. Graded on a (P) Pass/(N) No Pass basis. Either semester

## **HIST 499 Directed Study in History (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits or with an internship program—combined credit maximum, six. Either semester

## **HIST 503 Directed Study (credit to be arranged)**

*Prerequisite:* Consent of the department; formal application required  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **HIST 540 Topical Seminar: U.S. (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics. Limited enrollment.

## **HIST 545 Topical Seminar: Canada (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics.

## **HIST 550 Topical Seminar: Europe (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics. Limited enrollment.

## **HIST 560 Topical Seminar: Latin America (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics. Limited enrollment.

## **HIST 570 Topical Seminar: Africa (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics. Limited enrollment.

## **HIST 580 Topical Seminar: Asia (3 credits)**

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the course schedule. This course may be repeated for different topics. Limited enrollment.

## **Other Approved Courses**

HIST 121 The Ancient World  
HIST 407 Mystery Religions  
HIST 408 Jews and Christians in the Ancient Roman World  
HIST 429 The French Revolution and the Napoleonic Era  
HIST 433 Modern European Imperialism  
HIST 458 North American Women's and Gender History  
HIST 493 Museum Management: A Practicum  
HIST 502 Research

## **HIGH SCHOOL EDUCATION (HSED) (ALSO SEE EDHM)**

### **HSED 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently.



These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**HSED 298 Second Year Seminar (Speaking Intensive)**  
**(3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit. Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HSED 299 Second Year Seminar (Writing Intensive)**  
**(3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit. Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**HSED \_\_\_\_ Strategies for Teaching in the High School**  
**(3 creditst)**

*Prerequisite:* EDHM 210 and EDHM 235 and EDHM 335 and admission to the Professional Education Program  
*Prerequisite for HSED 465:* EDHM 210 and EDHM 235 and EDHM 335 and admission to the Professional Education Program Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. A student registers for the course appropriate to the student's major according to the following schedule:

- HSED 412 History/Political Science
- HSED 414 English
- HSED 422 Mathematics
- HSED 465 Integrated Science
- HSED 414 and HSED 422 and HSED 465 fall semester; HSED 412 fall and spring semester*

**HSED 499 Directed Study in High School Education**  
**(1-3 credits)**

*Prerequisite:* Consent of the department  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

**HSED 503 Directed Study (credit to be arranged)**  
*Prerequisite:* Consent of the department; formal application required  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

**HSED 560 Special Topics (3 credits)**  
*Prerequisite:* Course prerequisites may be specified depending on the nature of the topic  
Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of the adviser.

- Other Approved Courses**
- HSED 490 Student-Teaching Practicum – High School
  - HSED 491 Internship in High School Education
  - HSED 495 High School Practicum
  - HSED 502 Research

## INSTRUCTIONAL TECHNOLOGY (INST)

**INST 500 Introduction to Instructional Technology**  
**(3 credits)**

*Prerequisite:* Working knowledge of Windows and Macintosh platforms  
This course is designed to help students explore how instructional technology can be used for teaching and learning. This course has two primary goals: 1) to provoke ideas about ways computers can be used in school and non-school settings to enhance teaching and learning and 2) to gain experience with software and technology as teaching tools.

**INST 503 Directed Study (credit to be arranged)**  
*Prerequisite:* Consent of the department; formal application required  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.



## **INST 509 Foundations of Instructional Technology (3 credits)**

*Prerequisite: Working knowledge of Windows, Macintosh platform, and MS Office*

The history, current practices and future directions of the instructional technology field provide a framework for student-creation of teaching and learning tools. Presentation, collaboration and multi-media become vehicles for learning as students probe the role of technology within the PreK-12 environment or professional setting for adult learners.

## **INST 521 Current Applications and Integration (3 credits)**

*Prerequisite: INST 509 or consent of instructor*

Students will explore the application and integration of electronic tools in instructional settings. Collaborative environments, electronic assessment tools and authoring systems will be applied to foster the further development of PreK-12 teaching and learning. Emphasis will be placed on the integration of technology into the curriculum.

## **INST 522 Instructional Design (3 credits)**

*Prerequisite: INST 509 or consent of instructor*

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process.

## **INST 523 Information Access and the Internet (3 credits)**

This course provides continued development in the use of telecommunications and the Internet. Advanced hands-on practice in using the Internet, ethical and legal issues related to responsible classroom use of the Internet and a wide variety of curriculum connections will be explored.

## **INST 524 Technology Leadership (3 credits)**

Procedures for the establishment or continued development of PreK-12 instructional technology programs will be the focus of this course. Students will learn roles and responsibilities for the technology leader: vision, strategic planning, budget development, equity, purchasing, staff development, technology policies and program evaluation.

## **INST 525 Emergent Technology and Learning Environments (3 credits)**

*Prerequisite: INST 524 or consent of instructor*

Students will explore new and emerging technologies and construct the philosophical framework for how these technologies can be integrated into PreK-12 education. Planning, diffusion of innovation and the educational change process will be discussed. Currently, the technologies that will be studied include those related to virtual reality, decentralized systems, intelligent agents and distance education.

## **INST 526 Making Connections: Networking (3 credits)**

Application of networking concepts related to the management of local area networks. Includes topics related to repair, setup, management and maintenance of local area networks in the PreK-12 environment.

## **INST 529 Assistive Technology (3 credits)**

This course is designed to help students gain the skills needed to assist teachers, administrators and parents in the selection, evaluation and use of adaptive/assistive technologies (AT) that provide access for all students to achieve educational goals. Students will learn about the continuum of AT devices from low-tech to high-tech, universal design for learning, curriculum adaptation, integration strategies, assessment and evaluation protocols.

## **INST 551 Home Pages for Educators (3 credits)**

This course will provide students with a thorough look at important Web sites for educational use; in-depth skills in effectively utilizing search engine strategies for students; the tools and methodology necessary to create a content-rich Web site for school; effective ways to link the vast resources of the Internet to curriculum content; a multidisciplinary model for Internet curriculum integration; the information and tools needed to critically evaluate a Web page (students will evaluate the critical elements that must be present to give credibility to a page); strategies for utilizing the Internet and Web page use, construction, and curriculum development as an integral part of curriculum design; the implications of utilizing the Internet and a school's Web page to publish student work; and the background in the moral, legal and ethical considerations of Internet use and Web page development in the schools and how to translate this knowledge into effective school policy.

## **INST 552 Multimedia for Educators (3 credits)**

The course will provide an introduction to multimedia. The power of multimedia allows the teacher to be a developer of software or to facilitate student development of software. The focus will be on good multimedia design, the user and evaluation. Incorporation of media such as video, sound and graphics will also be included.

## **INST 560 Topics in Instructional Technology (1-3 credits)**

Special topics of current relevance in instructional technology education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the student's adviser.

## **INST 590 Seminar in Instructional Technology: Research and Analysis (3 credits)**

*Prerequisite: EDMC 530 and a minimum of 15 credit hours in instructional technology; familiarity with Blackboard strongly recommended*

This course will build on the knowledge obtained in EDMC 530 The Teacher as Researcher and all other courses taken toward the degree. Students will examine major issues and problems within



the instructional technology field including, but not limited to, achievement, motivation, access and equity. In this course, students will develop a research project pertaining to the implementation or integration of instructional technology into the teaching and learning process in PreK-12 education. The approved project will be implemented in INST 595.

## **INST 595 Advanced Research Seminar (3 credits)**

*Prerequisite:* INST 590 and acceptance into the MEd in Instructional Technology program; satisfactory completion of program requirements; and approval from the Bridgewater State College Institutional Review Board (IRB); and consent of the instructional technology coordinator

Effective leadership in instructional technology requires the ability to make research-based decisions. In this course, students will "learn by doing" as each student completes an original research study on a topic of current relevance identified during the INST 590 research design. Students will grapple with the challenges and complexities of real-life data collection and analysis, discover the limitations of their research and develop the research writing skills required to convey their findings and implications to stakeholders in a clear, concise manner.

## **INST 596 Clinical Experience (3 or 6 credits)**

*Prerequisite:* Acceptance and retention in the Professional Education Program, satisfactory completion of program requirements, and consent of the instructional technology coordinator

During the clinical experience, the student is employed in the role of an Instructional Technology Specialist in a PreK-12 school setting under appropriate school and college supervision. The clinical experience is a full semester consisting of at least 150 clock hours (three credits) for those who hold a standard teaching certificate, and 300 hours (six credits) for students who hold the minimum provisional with advanced standing teaching certificate. If the student is not employed, he/she will be placed full-time in an appropriate school setting under the direction of a qualified practitioner and college supervisor.

## **INTERDISCIPLINARY (INTD) (SEE ALSO NSCI, WMST)**

### **INTD 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **INTD 200 Introduction to Canadian Studies (3 credits)**

An interdisciplinary course, which acts as the initial course for the general student and for those wishing to pursue a track in Canadian Studies. The following areas are included: anthropology, art, economics, education, English, French, geography, government, history, music, religion, sociology and theater. *Fall semester* (CSOC; CGCL)

### **INTD 211 History and Literature of Western Civilization I (3 credits)**

*Prerequisite:* Enrollment in Commonwealth Honors and consent of instructors

A study of selected historical and literary documents, which shaped and in turn were formed by the civilization of the West. The course will focus on the classical, medieval and early renaissance periods and will be taught by two instructors, one from the Department of History and one from the Department of English.

### **INTD 216 Introduction to Irish-American Studies (3 credits)**

This course presents an interdisciplinary overview of the history, culture, and identity of the Irish in America. The following areas are included: art, education, English, government, history, music, religion, sociology and theater. *Offered alternate years*

### **INTD 220 Introduction to American Studies (3 credits)**

Sophomores should enroll in this interdisciplinary course, which is the initial course for the minor in American Studies. The course aims to examine from several perspectives one problem or period in the American experience. The topic, to be announced before registration, changes from year to year. Disciplines involved include: English, history, art, philosophy, political science and others.

### **INTD/PHED 236 Games and Sport of Arctic People (3 credits)**

A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above.

### **INTD/WMST 240 Critical Perspectives in Women's and Gender Studies (3 credits)**

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. *Spring semester* (CHUM; CMCL; CWRT)

### **INTD 250 Introduction to Multimedia (3 credits)**

*Prerequisites:* A familiarity with either Windows or the Macintosh system

The components of multimedia, text, graphics, sound, animation and video, will be studied as parts of a cohesive whole, integrated through the computer. Attention will be given to aspects of effective screen design and navigation structures. Various types of multimedia applications will be examined.



## **INTD 270 The Internet and the Web (3 credits)**

*Prerequisite:* A familiarity with either Windows or the Macintosh system

This course will provide an introduction to some of the basic tools needed to navigate the Internet and to retrieve information from Internet sites. Tools covered include e-mail, telnet, ftp, gopher, listserve and the World Wide Web. The course will also include a look at the history of the Internet. In addition, students will learn HTML, the language of the World Wide Web, in order to create effective Web pages. Aspects of page design and navigational design will be included.

## **INTD 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **INTD 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **INTD 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisites:* Open to Commonwealth Honors students at the junior and senior levels; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3

Special topics of an interdisciplinary nature. Three hourly meetings weekly. INTD 338 fall semester, INTD 339 spring semester

## **INTD/COMM/PSYC 349 Perspectives on the Holocaust (3 credits)**

*Prerequisite:* PSYC 100 and COMM 130

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. Offered once each year

## **INTD 350 Soil Identification and Interpretation (3 credits)**

*Prerequisites:* EASC 100 or GEOG 100

This course presents the fundamentals of soil science from a field perspective. An emphasis is placed on the observation of soil profiles in different surface environments followed by an assessment of the suitability of soil types for various land uses, including agricultural, residential and urban development, waste disposal and resource utilization. Spring semester

## **INTD 416 Irish-American Seminar (3 credits)**

This course will discuss interdisciplinary topics, which change from year to year, and developed in a small group, seminar setting. This capstone course is required for the Irish-American Studies minor. Offered alternate years

## **INTD 420 American Studies Seminar (3 credits)**

Interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. Juniors and seniors in the program will enroll in this seminar twice, studying two different topics for a total of six hours.

## **INTD 442 Gender and Community Activism (3 credits)**

*Prerequisite:* INTD 240 or consent of instructor

This class combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility around salient gender issues. The course will involve activities that address local needs while developing academic skills and commitment to the community. As such, it turns knowledge into action by completing service-learning projects with community partners. In the classroom, students learn theories and methods of analyzing gender roles historically and in contemporary society, examining the importance of activism on behalf of women, men and GLBTQ persons.

## **INTD 485 Honors Thesis (3 credits)**

*Prerequisites:* Open to Commonwealth Honors students; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3

One-hour weekly meetings with the thesis director, normally a member of the student's major department, will culminate in an honors thesis. Whether the final version of the thesis qualifies the student to graduate with Commonwealth Honors will be determined by the student's Ad Hoc Commonwealth Honors Thesis Committee. May be repeated. Either semester



## INTD 499 Directed Study (1-3 credits)

*Prerequisites: Consent of department; formal application required*  
 This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

### Other Approved Courses

- INTD 101 Freshman Seminar
- INTD/WMST 230 Introduction to Women's Studies
- INTD 427 Ireland in Literature and History, 1798-1922

## LANGUAGES

### ARABIC (LAAR)

#### LAAR 101 Elementary Arabic I (3 credits)

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*  
 An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

#### LAAR 102 Elementary Arabic II (3 credits)

*Prerequisite: LAAR 101*  
*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*  
 The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

#### LAAR 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*  
 First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

#### LAAR 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*  
 Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

#### LAAR 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*  
 Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### Other Approved Courses

- LAAR 151 Intermediate Arabic
- LAAR 172 Business Arabic
- LAAR 211 Arabic Literature in Translation

## CHINESE (LACH)

#### LACH 101 Elementary Chinese I (3 credits)

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*  
 An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)



## **LACH 102 Elementary Chinese II (3 credits)**

*Prerequisite:* LACH 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages section of this catalog"

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

## **LACH 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **LACH 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **LACH 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and tech-

nology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **CAPE VERDEAN CREOLE (LACV)**

### **LACV 101 Elementary Cape Verdean Creole (3 credits)**

*Note:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

This course is an introduction to the lexical, grammatical, semantic and phonetic structures of the Cape Verdean Creole language, with a special emphasis on functional communication. The students are offered an initial introduction of the origins of the language, and everyday cultural concepts are discussed. (CGCL; CHUM)

## **FRENCH (LAFR)**

### **LAFR 101 Elementary French I (3 credits)**

*Note:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### **LAFR 102 Elementary French II (3 credits)**

*Prerequisite:* LAFR 101, or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### **LAFR 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)



## **LAFR 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **LAFR 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **Other Approved Courses**

LAFR 251 Intermediate French

LAFR 252 Reading in French

## **GERMAN (LAGE)**

### **LAGE 101 Elementary German I (3 credits)**

*Prerequisite:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### **LAGE 102 Elementary German II (3 credits)**

*Prerequisite:* LAGE 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### **LAGE 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LAGE 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **LAGE 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and tech-

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



nology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## Other Approved Courses

LAGE 151 Intermediate German I

LAGE 181-182 Advanced German I-II

## ITALIAN (LAIT)

### LAIT 101 Elementary Italian I (3 credits)

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)

### LAIT 102 Elementary Italian II (3 credits)

*Prerequisite: LAIT 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### LAIT 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### LAIT 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses

that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### LAIT 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## Other Approved Courses

LAIT 151 Intermediate Italian I

LAIT 181-182 Advanced Italian I-II

LAIT 252 Reading in Italian

## JAPANESE (LAJA)

### LAJA 101 Elementary Japanese I (3 credits)

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### LAJA 102 Elementary Japanese II (3 credits)

*Prerequisite: LAJA 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structure is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CGCL; CHUM)



**LAJA 172 Business Japanese (3 credits)**

*Prerequisite: LAJA 151 or equivalent*

An introduction to the language of business and professional careers and pertinent aspects of modern Japanese society and culture. Emphasis is placed on the development of comprehension and communication business skills. Conducted in Japanese. *Fall semester*

**LAJA 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAJA 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LAJA 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses

will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**Other Approved Courses**

LAJA 151 Intermediate Japanese

## LANGUAGES GENERAL (LANG)

**LANG 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LANG 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LANG 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve



their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **LANG 300 Languages of the World (3 credits)**

*Prerequisite:* Students must have completed two of the following western civilization courses: HIST 111 or HIST 112 or HIST 121 or HIST 124 or HIST 131 or HIST 132; or completed one of those western civilization courses and one of the following: HIST 221 or HIST 222

This course will analyze the diversity of language systems and their fundamental similarities. Students will examine their own beliefs about language and language use. Movements of languages and language families across the globe will add historical and social perspective. (CGCL; CHUM)

## **LANG 324 Foreign/Second Language Applied Linguistics (3 credits)**

*Prerequisite:* LASP 271 or ENGL 323 or consent of instructor

The course will treat first, second and foreign language learning in home and educational settings. Emphasis is placed on differences between linguistic and pedagogical grammars, strong versus weak contrastive hypotheses, and on the notion of transitional competence. Research techniques are analyzed.

## **LANG 350 International Women's Cinema (3 credits)**

This course explores international women's cinema that spans a spectrum of cultures, races, ethnicities, sexualities, languages and visual aesthetics. The diverse ways in which women directors enlist cinematic art to articulate and debate such issues as differences between non-Western and Western cultural representations and perceptions of female bodies and body image; explorations of gender, race, and class; varying notions about feminism within non-Western and Western cultures; experimental, documentary, and feature film techniques that challenge cinematic patriarchalism and racism; globalization, technology, and women's lives in the new millennium; and more will be explored. (CHUM; CMCL)

## **LANG 498 Internship in Foreign Languages (3-15 credits)**

*Prerequisite:* 24 credits in Spanish major; consent of the department; formal application required

An off-campus experience to expand the cultural and occupational potential of the student using a foreign language in a working environment. A maximum of three credits may be substituted for one course in major with departmental approval. Graded on a (P) Pass/(N) No Pass basis.

## **LANG 499 Directed Study in Foreign Language (1-3 credits)**

*Prerequisite:* Consent of the department

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **LANG 560 Special Topics in Foreign Languages (variable credit)**

*Prerequisite:* May be specified depending on the nature of the topic  
Special topics of current relevance in foreign languages will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once for different topics.

## **Other Approved Courses**

LANG 135-136 Freshman Honors Colloquium  
LANG 286-287 Sophomore Honors Colloquium  
LANG 311 Dante and Medieval Culture in Translation  
LANG 338-339 Honors Tutorial  
LANG 485 Honors Thesis  
LANG 502 Research  
LANG 503 Directed Study

## **PORTUGUESE (LAPO)**

### **LAPO 101 Elementary Portuguese I (3 credits)**

*Note:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### **LAPO 102 Elementary Portuguese II (3 credits)**

*Prerequisite:* LAPO 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### **LAPO 151 Intermediate Portuguese I (3 credits)**

*Prerequisite:* LAPO 102

This course is a review of Portuguese grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to Portuguese culture. (CGCL; CHUM)

### **LAPO 152 Intermediate Portuguese II (3 credits)**

*Prerequisite:* LAPO 151

The course continues to review and reinforce previously acquired skills in Portuguese, in a communicative and functional way. More culturally based materials are introduced, focusing on the Portuguese linguistic and cultural heritage. In this student-centered approach, students make presentations and hold discussions in Portuguese. Dialectal variation (e.g., European vs. Brazilian Portuguese) and the various traditions of Portuguese-speaking countries are addressed.



## LAPO 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## LAPO 252 Reading in Portuguese (3 credits)

*Prerequisite: LAPO 151 or consent of instructor*

The student is introduced to the reading, analysis and discussion of modern literary and cultural texts from Portuguese-speaking countries. The emphasis is on the development of reading comprehension skills and vocabulary.

## LAPO 271 Review of Portuguese Grammar (3 credits)

*Prerequisite: LAPO 252*

This course is a review of the Portuguese language from the point of view of prescriptive grammar. Some consideration to dialectal variation is given as well. The overall objective of the course is to deepen students' understanding of the syntactic patterns of the language and increase students' lexicon. This course is conducted in Portuguese.

## LAPO 272 Portuguese Composition (3 credits)

*Prerequisite: LAPO 271*

The student develops writing skills utilizing sources from the Portuguese-speaking world. Different writing skills and styles are introduced and practiced. Systematic review of the language is conducted with emphasis on more advanced syntactic patterns. This course is conducted in Portuguese.

## LAPO 281 Portuguese Conversation (3 credits)

*Prerequisite: LAPO 271 or consent of instructor*

The students develop speaking skills utilizing media sources from the Portuguese-speaking world. Different topics of current interest are introduced and discussed. Systematic review of the language is conducted with emphasis on more advanced patterns. This course is conducted in Portuguese.

## LAPO 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific aca-

ademic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## LAPO 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## RUSSIAN (LARU)

### LARU 101 Elementary Russian I (3 credits)

*Note: See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### LARU 102 Elementary Russian II (3 credits)

*Prerequisite: LARU 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog*

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### LARU 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **LARU 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **LARU 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **Other Approved Courses**

LARU 151-152 Intermediate Russian I-II  
LARU 181-182 Advanced Russian I-II  
LARU 252 Reading in Russian

*tMay be taken for graduate-level credit*

## **SPANISH (LASP)**

### **LASP 101 Elementary Spanish I (3 credits)**

*Note:* See the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### **LASP 102 Elementary Spanish II (3 credits)**

*Prerequisite:* LASP 101; or see the "Departmental Foreign Language Policy" in the "Foreign Languages" section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

### **LASP 151 Intermediate Spanish I (3 credits)**

*Prerequisite:* LASP 102

A review of Spanish grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to aspects of Hispanic culture. Conducted in Spanish. (CHUM; CGCL)

### **LASP 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **LASP 200 Intermediate Spanish II (3 credits)**

*Prerequisite:* LASP 151

This is a second semester intermediate Spanish course that continues to acquaint students with the complexities of the Spanish language and culture. Communication in the classroom is purposeful and goes beyond just "practicing" the language. The course is designed to improve both oral and written expression in Spanish. This course is conducted in Spanish. (CGCL; CHUM)



---

## **LASP 210 Latin American Poetry in Translation (3 credits)**

The course offers readings and discussions of poetry from the colonial period through modern times with primary focus on authors of the 19<sup>th</sup> and 20<sup>th</sup> century. The class will consider thematic issues within their cultural/historical settings and will compare European and non-European poetry. The course includes such poets as Sor Juana Ines de la Cruz, José Maria Heredia, Ruben Darío, Gabriela Mistral, Pablo Neruda and Octavio Paz. Not applicable toward the Spanish major or minor.

---

## **LASP 220 The Contemporary Latin American Novel in English Translation (3 credits)**

This course introduces the student to the primary works of Latin American writers such as Cortázar, Carpentier, Garcia, Márquez, Vargas Llosa and Donoso. The class will study Magic Realism, the Boom and Post-Boom literary currents and compare them with European literary trends. Not applicable toward the Spanish major or minor.

---

## **LASP 230 Contemporary Latin American Short Story in Translation (3 credits)**

The course offers readings and discussion of the 20<sup>th</sup> century short stories with primary focus on major literary trends and representative male/female authors. The course considers the thematic issues and narrative features that characterize works belonging to Fantastic Literature, Magical Realism, the Boom and Post-Boom and places them within an historical/cultural context. The study includes such authors as Jorge Luis Borges, Juan Rulfo, Garcia Márquez, Rosario Ferré and Isabel Allende. Not applicable toward the Spanish major or minor. (CHUM; CGCL; CMCL)

---

## **LASP 252 Reading in Spanish (3 credits)**

*Prerequisite: LASP 151 or consent of instructor*

The student is introduced to the reading, analysis, and discussion of semi-edited modern literary and cultural texts from Spain, Latin America and the Caribbean. The emphasis is on the development of reading comprehension skills and vocabulary. Conducted in Spanish.

---

## **LASP 271 Patterns of the Spanish Language (3 credits)**

*Prerequisite: LASP 252 or consent of instructor*

Consideration given to writing patterns and to oral patterns with emphasis on lexicon. Conducted in Spanish.

---

## **LASP 281 Spanish Conversation (3 credits)**

*Prerequisite: LASP 271 or consent of instructor*

Fluent expression in formal and informal speech is stressed in this course. Oral proficiency is improved by the systematic study of the lexicon and speaking styles. Students must complete work in analyzing various media in Spanish. This course is conducted in Spanish.

---

## **LASP 290 Spanish Phonetics and Dialectology (3 credits)**

*Prerequisite: LASP 281 or consent of instructor*

This course provides a comprehensive description of the sound system of Spanish. It includes a discussion of the major phonetic characteristics of regional and social varieties of the Spanish of Spain and Latin America. Special attention is given to the identification of pronunciation problems of non-native speakers, with an emphasis on English pronunciation patterns. Students will be required to study the phonetics terminology and to relate the readings to sample recordings of native speakers. This course is conducted in Spanish.

---

## **LASP 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **LASP 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **LASP 300 Spanish Composition (3 credits)**

*Prerequisite: LASP 271 or consent of instructor*

This course is designed to acquaint students with methodology/techniques and strategies of good writing practices. Students develop writing skills utilizing sources from the Spanish-speak-



ing world. Different writing skills and styles are introduced and practiced. Use of a bilingual dictionary is practiced. This course is conducted in Spanish. (Formerly LASP 272)

## **LASP 310 Contemporary Latin American Short Story (3 credits)**

This course focuses primarily on stories written during the 20<sup>th</sup> century. The class will study representative texts and analyze their ideological concerns and innovative literary strategies. The class is conducted in Spanish and combines the use of lecture and discussion groups.

## **LASP 350 Gender, Sexuality and Politics in Hispanic Cinema (3 credits)**

*Prerequisite: LASP 271 and LASP 300; or consent of instructor*

This course will explore Hispanic cinema from such directors as the surrealists Luis Buñuel and Salvador Dalí to the contemporary work of Pedro Almodóvar, Fina Torres and Tomás Gutiérrez Alea. The study of cinematic techniques will be contextualized with reference to Hollywood, independent and European cinema. Close analysis will shed light on such issues as 1) links between the sexual body and the body politic; 2) constructions of "woman" as monster; 3) post-Francoist countercultural critiques of family and society; 4) cinematic violence as riposte to fascist ideologies; 5) cultural spectacles such as the bullfight, religious procession, and saintly relic; 6) surrealism, magical realism, and gender. Spanish majors and minors will read supplementary material in Spanish; final essays may be written in either language. This course fulfills credit toward the Spanish major and minor and the Women's and Gender Studies minor. Offered every other year

## **LASP 351 Cervantes (3 credits)**

*Prerequisite: LASP 401*

A study of the the man and his works, with special emphasis on Don Quixote. Conducted in Spanish.

## **LASP 371 Advanced Spanish Conversations (3 credits)**

*Prerequisite: LASP 281*

Emphasis is placed in the development of advanced oral discourse skills. Fluency in Spanish is enhanced through interactive role-plays and improvised situations using contemporary idioms. Regional and dialectal speech patterns are introduced. Systematic audio and video tape practice. Conducted in Spanish.

## **LASP 391 Spanish Civilization (3 credits)**

*Prerequisite: LASP 281 or consent of instructor*

Readings and discussion of topics related to Spanish civilization through the centuries are treated. Conducted in Spanish

## **LASP 392 Spanish-American Civilization (3 credits)**

*Prerequisite: LASP 281 or consent of instructor*

Readings and discussions of topics related to South American and Caribbean civilizations from pre-Columbian to modern times are treated. Conducted in Spanish.

## **LASP 400 Survey of Spanish Literature (3 credits)**

*Prerequisite: LASP 391 or consent of instructor*

The course introduces the student to the principal literary movements from the Middle Ages to the present. Representative authors such as Ruiz, Cervantes, Lope de Vega, Moratin, Espronceda, Perez Galdos, Unamuno, Baroja, Garcia Lorca and Cela are treated. Conducted in Spanish.

## **LASP 401 Topics in Spanish Literature (3 credits)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will focus on a particular genre, such as the short story or the theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

## **LASP 402 Survey of Spanish-American Literature (3 credits)**

*Prerequisite: LASP 392 or consent of instructor*

Principal literary movements from the colonial times to the present will be introduced. Discussion will include representative works of El Inca Garcilaso de la Vega, Sor Juana Ines de la Cruz, Darío, Rulfo, Garcia Márquez and Fuentes. Conducted in Spanish.

## **LASP 403 Topics in Spanish-American Literature (3 credits)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will focus on a particular author, theme or genre, such as the short story or the theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

## **LASP 490 Seminar in Hispanic Literature (3 credits†)**

*Prerequisite: LASP 400 or LASP 402 or consent of instructor*

Topics will be drawn from theme, genre, author and period. This course may be repeated for credit. Conducted in Spanish.

## **LASP 495 Seminar in Spanish-American Literature (3 credits†)**

*Prerequisite: Honors senior status and consent of the department*

This seminar will pursue, in depth, selected topics and authors of the specific literature. To be offered as required to qualified students.

## **Other Approved Courses**

LASP 110 Conversational Spanish for Medical Personnel

LASP 301 The Golden Age of Spanish Literature

LASP 320 Latin American Poetry

LASP 381 The Middle Ages

LASP 404 Nineteenth Century Spanish Literature

LASP 410 Latin American Novel: Early Twentieth Century

LASP 420 The Contemporary Latin American Novel

LASP 451 Twentieth Century Spanish Literature

LASP 507 Advanced Composition and Stylistics for Graduate



LASP 451 Twentieth Century Spanish Literature  
 LASP 507 Advanced Composition and Stylistics for Graduate Students  
 LASP 511-512 Masterpieces of Spanish-American Literature I-II  
 LASP 520 Topics in Spanish-American Civilization  
 LASP 521 Topics in Spanish Civilization  
 LASP 525 Masterpieces of Spanish Literature I  
 LASP 526 Masterpieces of Spanish Literature II

## LIBRARY MEDIA STUDIES (LIBR)

### LIBR 102 Introduction to Information Resources (1 credit)

This course introduces the use of information resources, especially at the Maxwell Library, in order to attain an ability to work with the research tools and to know the services that are available. *Either semester*

### LIBR 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*  
 First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### LIBR 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*  
 Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### LIBR 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*  
 Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### LIBR 420 Literature for Young Adults (3 credits†)

Survey of literature and audiovisual materials for adolescents. Includes applicable principles of adolescent psychology, a brief history of the development of this literature, criteria and aids for selection, techniques in motivation and reading guidance and skills in reading, listening and viewing. Designed for teachers, librarians and media specialists working with junior and senior high school students.

### Other Approved Courses

- LIBR 410 Children's Literature
- LIBR 453 Sharing Literature with Children
- LIBR 501 Administration of the Library Media Center I
- LIBR 502 Research
- LIBR 503 Directed Study
- LIBR 505 Integrating Literature Across the Curriculum
- LIBR 510 Reference and Information Resources
- LIBR 513 Special Topics
- LIBR 515 Cataloging and Classification
- LIBR 520 Collection Development
- LIBR 525 Online and Optical Information Retrieval
- LIBR 530 Administration of the Library Media Center II
- LIBR 540 Current Technology for Library Media Centers
- LIBR 545 Technology Applications in Library Programmin
- LIBR 546 The Internet for School Library Media Specialists I
- LIBR 548 Advanced Cataloging and Classification
- LIBR 549 Multimedia for School Library Media Specialists
- LIBR 553 Foundations of Library and Information Science
- LIBR 558 Advanced Studies in Literature for Children and Young People
- LIBR 559 Advanced Reference I
- LIBR 560 Advanced Reference II
- LIBR 566 Automating the School Library Media Center
- LIBR 569 The Book Arts
- LIBR 576 Research Problems in Library Literature
- LIBR 590 Seminar on Librarianship
- LIBR 594 Internship
- LIBR 595 Professional Practicum
- LIBR 596 Clinical Experience

†May be taken for graduate-level credit



## MATHEMATICS (MATC, MATH)

### MATC 560 Topics in Mathematics for Teachers (1-3 credits)

*Prerequisite:* May be specified depending on the nature of the topic. Special topics of relevance to mathematics teachers will be offered from time to time. The topics to be offered will be content focused and directly related to the strands of the Massachusetts Curriculum Framework, as they pertain to mathematics teachers. This course may be repeated for different topics. This course is not part of the MAT in Mathematics.

### MATH 100 Precalculus Mathematics (3 credits)

*Prerequisite:* Mathematics placement test. This course provides a review of algebraic fundamentals (exponents, logarithms, linear and quadratic equations) and a study of functions of various types (polynomial, rational, transcendental). Either semester (CMAR)

### MATH 105 Selected Topics in Mathematics (3 credits)

*Prerequisite:* Mathematics placement test. The nature and process of mathematical thinking (inductive, deductive, and algorithmic), as well as applications and results, are the underlying components of this course. Possible topics to be explored include sets, logic, number theory, geometry, graph theory and probability. A selection of three or more such topics will be offered each semester. Either semester (CMAR)

### MATH 107 Principles of Mathematics I (3 credits)

*Prerequisite:* Mathematics placement test. Topics include problem solving; numeric and non-numeric patterns; set theory and applications, systems of numeration; elementary number theory and properties of our number systems from integers to reals. Offered yearly (CMAR)

### MATH 108 Principles of Mathematics II (3 credits)

*Prerequisite:* MATH 107. Topics include functions and relations; elementary probability; an introduction to data analysis and statistics; two- and three-dimensional geometry; and measurement. (CMAR)

### MATH 110 Elementary Statistics I (3 credits)

*Prerequisite:* Mathematics placement test. Measure of central tendency and variability; elementary probability; binomial, normal and t distributions; hypothesis testing and confidence intervals. Either semester (CMAR)

### MATH 120 Introduction to Linear Algebra (3 credits)

*Prerequisite:* Mathematics placement test. Topics include algebra and geometry of vectors in  $R^n$ , linear equations, matrices, determinants, basis and dimension, and the use of homogenous coordinates for the matrix representation of linear and geometric transformations and their compositions. Fall semester (CMAR)

### MATH 130 Discrete Mathematics I (3 credits)

*Prerequisite:* Mathematics placement test. This course provides some of the mathematical background necessary for computer science. Topics include combinations and discrete probability, discrete functions and graph theory. Spring semester (CMAR)

### MATH 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite:* Open to Commonwealth Honors students and to others at the discretion of instructor. Freshman Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. MATH 135 fall semester, MATH 136 spring semester

### MATH 141 Elements of Calculus I (3 credits)

*Prerequisite:* MATH 100 or a mathematics placement test. This course introduces the student to the main concepts, methods, and techniques of differential calculus. Emphasis is on how these arise from problems in several areas, rather than from a rigorous development of the theory. A principal objective of this course is to illustrate how mathematics is used to model physical reality and how such a mathematical model facilitates the solution of problems. This course does not satisfy mathematics major requirement. Credit cannot be given for both MATH 141 and MATH 144. Either semester (CMAR)

### MATH 142 Elements of Calculus II (3 credits)

*Prerequisite:* MATH 141. The topics include the integral and its applications as well as multivariable calculus. Additional topics are selected from: differential equations, Taylor series and probability distributions. This course does not satisfy mathematics major requirements. Either semester (CMAR)

### MATH 144 Applied Calculus for Business (3 credits)

*Prerequisite:* MATH 100 or a mathematics placement test. This is a one-semester course in applied differential and integral calculus with emphasis on business applications. Topics to be covered include derivatives of algebraic, logarithmic and exponential functions, optimization problems, antiderivatives and the fundamental theorem of calculus, techniques of integration, functions of several variables and partial derivatives. This course does not satisfy mathematics major requirements. (CMAR)

### MATH 151 Calculus I (3 credits)

*Prerequisite:* MATH 100 or a mathematics placement test. This course introduces the student to a rigorous development of the differential calculus. Emphasis is on the development of the concepts of calculus as typical of a cohesive mathematical theory. Fall semester (CMAR)

†May be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## **MATH 152 Calculus II (3 credits)**

*Prerequisite: MATH 151*

This course is an intensive study of the integral and its applications, transcendental functions, conic sections and additional techniques of integration. *Spring semester (CMAR)*

## **MATH 180 Transition to Advanced Mathematics (3 credits)**

*Prerequisite: MATH 151, which may be taken concurrently.*

This course is an introduction to formal mathematics and provides a transition from computation-based mathematics to the more theoretical approach used in advanced mathematics courses. Topics covered include mathematical logic, set theory, concepts of relation, function and cardinality, and the design and structure of axioms and axiomatic systems are discussed. A large emphasis is placed on reading, analyzing and learning to produce proofs of mathematical statements. (CLOR)

## **MATH 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **MATH 200 Probability and Statistics (3 credits)**

*Prerequisite: MATH 142 or MATH 152*

Permutations and combinations; types of events, conditional probability, elementary probability distributions, elementary cumulative distributions, mathematical expectation, measures of central tendency, variance and standard deviation, and normal distributions. Additional statistics topics as time allows.

## **MATH 202 Linear Algebra (4 credits)**

*Prerequisite: MATH 142 or MATH 152*

Vector spaces, linear transformations, matrices, systems of linear equations and determinants. *Spring semester*

## **MATH 214 Introduction to Modern Algebra (3 credits)**

*Prerequisite: MATH 105 or MATH 100 or MATH 107 or consent of the department*

Linear congruencies, groups, matrices and linear systems. *Offered alternate years, fall semester*

## **MATH 251 Calculus III (3 credits)**

*Prerequisite: MATH 152*

This course covers infinite sequences and series and multivariable calculus including partial differentiation, directional derivatives, max/min theory and multiple integration. *Fall semester*

## **MATH 252 Calculus IV (3 credits)**

*Prerequisite: MATH 251*

This course covers, with an emphasis on techniques, the topics of vector differentiation and integration, line integrals and Green's theorem. This course also includes a rigorous reexamination of the calculus topics of limits, continuity, differentiability and integrability.

## **MATH 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MATH 286 fall semester, MATH 287 spring semester*

## **MATH 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **MATH 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)



## **MATH 301 Abstract Algebra I (3 credits)**

*Prerequisite: MATH 202*

Study of relations, functions, and binary operations. Introduction to the theory of rings, integral domains and fields through a study of integers, rational numbers, real numbers, complex numbers and polynomials, and elementary group theory. *Fall semester*

## **MATH 302 Abstract Algebra II (3 credits)**

*Prerequisite: MATH 301*

Group theory, linear groups, rings and ideals, extensions of rings and fields.

## **MATH 303 Number Theory (3 credits)**

*Prerequisite: MATH 202 or consent of the department*

Development of the number system, the Euclidean Algorithm and its consequences, theory of congruencies, number-theoretic functions, Diophantine equations and quadratic residues.

## **MATH 316 Differential Equations (3 credits)**

*Prerequisite: MATH 251*

Ordinary differential equations of first and second order, linear differential equations with constant coefficients, the Laplace transformation and applications.

## **MATH 318 Quantitative Methods for Management (3 credits)**

*Prerequisite: MATH 142 or MATH 144 or MATH 152; and MATH 110 or ECON 210 or equivalent*

Selected mathematical tools and techniques for analysis of business and economic problems as an aid to decision-making in management. Models and applications related to decision theory, linear programming, inventory, queuing, forecasting and other standard qualitative concepts. *Either semester*

## **MATH 325 Foundations of Geometry (3 credits)**

*Prerequisite: MATH 202*

In this course, students will broaden their understanding of Euclidean geometry; study finite geometries, geometric transformations and non-Euclidean geometries; write geometric proofs; construction problems; and apply geometric concepts to real-world situations. *Either semester*

## **MATH 326 Projective Geometry (3 credits)**

*Prerequisite: MATH 120 or consent of the department*

A synthetic and analytic study of the axioms and properties of the projective plane; the projective group of transformations, its subgeometries and their invariant properties.

## **MATH 330 Discrete Mathematics II (3 credits)**

*Prerequisite: MATH 130 and COMP 102*

Course topics will include formal logic, automata and formal languages, and an introduction to the analysis of algorithms. *Either semester*

## **MATH 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite: Consent of the department*

Special topics in mathematics. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *MATH 338 fall semester, MATH 339 spring semester*

## **MATH 340 Graph Theory (3 credits)**

*Prerequisite: MATH 202 or consent of instructor*

This course introduces the basic definitions, concepts, topics and theorems of graph theory including the structure, connectivity and vulnerability of graphs. A wide range of examples such as the traveling salesperson problems, Dijkstra's algorithm, Huffman codes and Fleury's algorithm will also be examined.

## **MATH 345 Combinatorics (3 credits)**

*Prerequisite: MATH 202 or consent of instructor*

Methods examined in this course are permutations, combinations, the sum and product rules, ordered and unordered selection with or without repetition, identical and distinct ranges, the pigeonhole principle, binomial coefficients, inclusion/exclusion, derangements, partitions, recurrence relations, generating functions and ramsey theory. Special topics may include latin squares, graph theory, network flows, coding theory, designs, ploya counting, partially ordered sets and lattices.

## **MATH 349 Foundations of Mathematics (3 credits)**

*Prerequisite: MATH 202*

The course axiomatically develops the number systems as algebraic structures starting with the construction of the natural numbers using the Peano postulates and continuing to the ordered integral domain of integers, the ordered field of rationals, and the complete ordered field of real numbers by using Cauchy sequences.

## **MATH 399 Topics in Advanced Mathematics (3 credits)**

Special topics selected from the general areas of algebra, analysis and applied mathematics. This course may be repeated for different topics.

## **MATH 401 Introduction to Analysis I (3 credits†)**

*Prerequisite: MATH 202 and MATH 252*

Logic and proof techniques are followed by basic theorems on the topology of real numbers, compactness, limits, sequences, continuity and differentiability. *Spring semester*

## **MATH 403 Probability Theory (3 credits†)**

*Prerequisite: MATH 251*

All elementary probability topics: permutations and combinations, types of events, conditional probability, Bayes' Theorem and so on. A calculus approach to probability distribution and cumulative distributions, moment and moment generating functions.

## **MATH 408 History of Mathematics (3 credits†)**

*Prerequisite: MATH 202 and MATH 252*

A historical development of mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the top-



ics covered include Egyptian, Babylonian and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic and Alexandrian schools; Asian contributions and the Arabic Hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci and Oresme. (CWRM)

## **MATH 415 Numerical Analysis (3 creditst)**

*Prerequisite: MATH 251*

Solution of algebraic and transcendental equations, general iteration method, Newton-Raphson method. Approximation of functions and curve fitting, Lagrange interpolation formula, Newton's forward difference method, method of least squares, orthogonality, numerical integration and Euler-Cauchy technique.

## **MATH 416 Applied Mathematics (3 creditst)**

*Prerequisite: MATH 251*

Fourier analysis, solutions of partial differential equations, special functions, and line and surface integrals. (CWRM)

## **MATH 445 Logic Programming (3 credits)**

*Prerequisite: Junior or senior mathematics major or equivalent background; and consent of the department*

The propositional and first order predicate logic from an axiomatic point of view will be studied. Algorithmic methods of theorem proving will be emphasized.

## **MATH/COMP 460 Introduction to Robotics (3 creditst)**

*Prerequisite: COMP 330*

An introduction to the theory of the motion of robot manipulators, along with the mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.

## **MATH 485 Honors Thesis (3 credits)**

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **MATH 490 Mathematics Seminar (3 creditst)**

*Prerequisite: MATH 251 and MATH 202 and MATH 301; or consent of the department*

Topics to be selected from algebra, geometry and analysis. May be offered as a quarter or semester course.

## **MATH 499 Directed Study in Mathematics (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **MATH 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **MATH 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **MATH 507 Topology (3 credits)**

*Prerequisite: MATH 251 and MATH 301 or equivalent; and admission to the MAT in Mathematics program; or consent of instructor*  
Elements of point set topology, closed sets and open sets in metric spaces, continuous mappings, connection, separation theorems, and compactness.

## **MATH 508 History of Mathematics (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

A historical development of mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian, Babylonian and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic and Alexandrian schools; Asian contributions and the Arabic Hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci and Oresme. Students will be required to complete two projects that will culminate in formal presentations.

## **MATH 510 Group Theory (3 credits)**

*Prerequisite: MATH 301 or equivalent; and admission to the MAT in Mathematics program*

Groups, subgroups, homomorphisms, normal subgroups and quotient groups, generators, normal structure and the Jordan-Holden Theorem, direct products of groups.

## **MATH 511 Ring Theory (3 credits)**

*Prerequisite: MATH 301 or equivalent; and admission to the MAT in Mathematics program; or consent of instructor*

Examples of rings, ideals and homomorphisms, the Jacobson radical, direct sums, Boolean rings and rings with chain conditions.

## **MATH 518 Topics in Analysis (3 credits)**

*Prerequisite: MATH 202 and MATH 252; and admission to the MAT in Mathematics program; or consent of instructor*

The course consists of a detailed discussion of limits, continuity, and applications of differential and integral calculus, and the real number system. Group and/or individual projects will be required as part of the course. This course is designed to provide graduate-level mathematics education students with an introduction to analysis, appropriate to the needs of secondary school mathematics teachers.

*tMay be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **MATH 522 Complex Analysis (3 credits)**

*Prerequisite: MATH 401 and admission to the MAT in Mathematics program; or consent of instructor*

Analytic functions of a complex variable, differentiation and integration in the complex plane. Cauchy's theorems, infinite series, Laurent expansions and theory of residues.

## **MATH 525 Mathematics in Science (3 credits)**

*Prerequisite: High school/middle school teacher of mathematics or science; and admission to the MAT in Mathematics program; or consent of instructor*

This course contains the mathematical background necessary for a variety of science applications. Topics include linear algebra, statistics, discrete mathematics, geometry, calculus and numerical analysis as well as computer software to enhance their application to problem solving in science.

## **MATH 551 Topics in Finite Mathematics (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

This course is designed for teachers of mathematics, and will extend and enrich the topics of finite mathematics. Possible topics include sets, logic, probability, statistics, combinatorics and graph theory.

## **MATH 552 Topics in Analytic Geometry (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

Properties, definitions and applications of conic sections will be studied. Vectors, polar coordinates and calculus will be used to enhance the presentation and to develop formulas for tangent lines, areas and volumes. Translation and rotation of axis and invariants under translation will be covered. Quadric surfaces and their graphs, along with homogeneous coordinates, will be discussed.

## **MATH 562 Topics in Geometry (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

This course employs classical and modern tools to explore topics that extend and enrich the standard high school geometry curriculum. Possible topics include transformations, tessellations, non-Euclidean geometrics and fractals.

## **MATH 582 Topics in Problem Solving Using Technology (3 credits)**

*Prerequisite: Admission to the MAT in Mathematics program or consent of instructor*

This course will include an in-depth study of problem-solving techniques in mathematics using technology. Application problems will include topics from physical and social sciences.

## **Other Approved Courses**

MATH 520 Real Analysis

## **MEDIA (MEDI)**

### **MEDI 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **MEDI 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **MEDI 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.



## MANAGEMENT (MGMT)

### MGMT 130 Principles of Management (3 credits)

The principles and techniques underlying the successful organization and management of business activities. This course combines the traditional analysis of management principles with the behavioral approach to case studies. The study includes the management functions of planning, organization, leadership, staffing control and the decision-making process.

*Note: MGMT 130 is prerequisite to all other Management courses.*

### MGMT 135-136 Freshman Honors Colloquium

(1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Freshman Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *MGMT 135 fall semester, MGMT 136 spring semester*

### MGMT 140 Human Resources Management (3 credits)

*Prerequisite: MGMT 130*

A study of the staffing, compensation systems, individual and group behavior, employee development and human resource management systems. *Either semester*

### MGMT 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### MGMT 200 Marketing Principles (3 credits)

*Prerequisite: MGMT 130; and ECON 101 or ECON 102; or consent of the department*

Develops students' understanding of the marketing function of an organization through a survey of the history of marketing from its inception as distribution through the modern marketing concept; in-depth study of the elements of the marketing mix (product, price, place and promotion); impact of external legal, political, sociological and technological forces upon the marketing manager; and the structure and placement of the marketing organization presented through lecture, case study and projects.

*tMay be taken for graduate-level credit*

### MGMT 286-287 Sophomore Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; MGMT 130*

Sophomore Honors Colloquia in management allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MGMT 286 fall semester, MGMT 287 spring semester*

### MGMT 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### MGMT 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### MGMT 303 Organizational Behavior (3 credits)

*Prerequisite: MGMT 130*

This course introduces students to fundamental concepts and behavioral skills in such areas as leadership, communication, group dynamics, motivation and decision-making. Emphasis will be placed upon skill development enabling the student to function in professional and managerial roles in work organizations.



## **MGMT 304 Leadership and Teams (3 credits)**

*Prerequisite: MGMT 303*

The course explores effective leadership behavior and teamwork skills in work organizations. Students will engage in the enhancement of their own skills in these areas combined with the study of empirical findings and classic and contemporary models of leadership and group dynamics.

## **MGMT 325 Marketing and Sales Promotion: Industrial and Service Sector (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200 and COMM 130*

This upper-level elective course is for students who wish to develop promotional skills in a variety of specialized areas. Actual organizational case problems will be addressed. Projects will provide experience in all aspects of promotion with exposure to campaign proposals, incentives, trade show preparation and implementation, personal selling of services, media choice and related preparation. Students will have the opportunity for hands-on experience with trade shows, professional journal advertising, community relations work and media personnel

## **MGMT 340 Contemporary Employee Relations (3 credits)**

*Prerequisite: MGMT 130 and MGMT 140*

The course examines employee relations, policies and practices from economic, behavioral and legal viewpoints. Students learn about contemporary methods of employee organization, employee-management cooperation, representation and dispute resolution in private and public non-union and union work settings in the United States and selected countries. *Either semester*

## **MGMT 350 Business Ethics (3 credits)**

*Prerequisite: MGMT 130*

This course addresses the complex environment of ethical decision making in organizations and real-life issues and how ethics can be integrated into strategic business decisions. The course will assist students to prepare for ethical dilemmas that they will face in their business careers.

## **MGMT 355 International Management (3 credits)**

*Prerequisite: MGMT 130*

This course provides students with a framework within which a country's and a firm's international business operations are analyzed, understood and undertaken. The course focuses on the issues faced in today's international marketplace. The overall approach of the class is to treat the issue of country-level competitiveness in the first half of the semester, followed by firm-level competitiveness in the second half of the semester. The emphasis of this course is international business decision-making.

## **MGMT 360 Fundamentals of Information Systems (3 credits)**

*Prerequisite: MGMT 130; and COMP 105 or COMP 101*

This course is an introduction to data processing from manual systems to computers, recent developments in the field, the equipment involved, how the equipment is used, how it operates and the application of data processing systems will be covered. The course will aid students in applying the capabilities of the computer to their fields of study.

## **MGMT 375 Personnel Development (3 credits)**

*Prerequisite: MGMT 130 and MGMT 140*

The course introduces the student to the concepts of industrial and service training and will focus on the skills needed to perform the four roles of the training and development function: administrator, consultant, designer of learning experiences and instructor.

## **MGMT 380 Decision Support Systems (3 credits)**

*Prerequisite: MGMT 130 and MGMT 360*

An analysis of the highest level of information support systems, which serve the manager user. Theoretical concepts will be applied to applications.

## **MGMT 399 Special Topics in Management (3 credits)**

*Prerequisite: MGMT 130*

Special topics will be offered in business, management and allied subjects. This course may be repeated for different topics.

## **MGMT 410 International Marketing and Physical Distribution (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

An examination of the concepts and practices of marketing management in the international, multinational and global settings, including all aspects of product distribution and control

## **MGMT 415 Retail Management (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

An analysis of retail principles with emphasis on organization, consumer demand, store layout, buying merchandise, control and turnover of stock and retail sales promotion. The case method is utilized. *Spring semester*

## **MGMT 420 Marketing Research (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200 and MATH 110*

An examination of the market research process used in approaching contemporary marketing problems. Emphasis is placed on the current status of research techniques and their applications. *Spring semester*

## **MGMT 424 Advertising (3 credits)**

*Prerequisite: MGMT 130 and MGMT 200*

A comprehensive survey of advertising and its applications in business and society. Among the topics considered are a historical survey of advertising, regulation of advertising, buyer behavior, advertising agencies, advertising media, copy and campaign management. *Fall semester*



---

## **MGMT 425 Operations Management (3 credits†)**

*Prerequisite: MGMT 130 and MATH 318*

This course acquaints the student with the basic principles and methods of production and service management and control as well as the qualitative and quantitative approaches to problem solving in the production management area.

---

## **MGMT 426 Service Operations Management (3 credits)**

*Prerequisite: MGMT 140 and ECON 210; and MATH 144 or MATH 142*

This introductory course in operations management focuses on the service sector. It exposes students to the basic topics in operations, such as quality, service, location, efficiency and customer service and is of value to all business students.

---

## **MGMT 427 Production and Operations Management (3 credits)**

*Prerequisite: MGMT 426*

This course focuses on goods production, manufacturing, inventory, sourcing and lean manufacturing.

---

## **MGMT 430 Sales Management (3 credits†)**

*Prerequisite: MGMT 130 and MGMT 200*

Sales programs must be formulated and then implemented. In this age of accelerating product and service complexity, this course will deal with the sales manager who must understand the importance of these major responsibilities. *Fall semester*

---

## **MGMT 435 Small Business Management (3 credits†)**

*Prerequisite: MGMT 130 and ACFI 240*

This course provides the student with an understanding of the unique characteristics required of the successful small business entrepreneur and the specifics relative to the start-up, financing and management of a small business.

---

## **MGMT 440 Business to Business Marketing (3 credits†)**

*Prerequisite: MGMT 130 and MGMT 200*

This course provides a study of contemporary market strategy techniques in business organizations. Emphasis is placed on the case approach where students are provided an opportunity to develop strategies in response to given market opportunities and competitive behavior.

---

## **MGMT 445 Information Systems Management (3 credits†)**

*Prerequisite: MGMT 130 and MGMT 360*

A course designed to equip students as future users of information systems. It deals with systems issues and management of the computer resource. It assumes only minimal technical background and prepares the student to make decisions on the acquisition of equipment, system analysis and related topics.

*Fall semester*

---

## **MGMT 450 Current Topics in Information Systems (3 credits†)**

*Prerequisite: MGMT 130 and consent of the department*

The content of this course varies. It is intended to introduce the student to significant topics that are not normally offered as separate courses. *Spring semester*

---

## **MGMT 454 E-Business Strategy, Architecture and Design (3 credits)**

*Prerequisite: MGMT 360 and MGMT 445*

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts, connecting individuals, organizations and governments to each other. The course provides an introduction to the strategy, architecture and development of e-business solutions.

---

## **MGMT 456 Information Systems Project Management (3 credits)**

*Prerequisite: MGMT 360 and MGMT 445*

This course introduces the discipline of IS project management, stressing its importance in improving the success of information technology projects. Project management knowledge areas include integration management, scope management, time management, cost management, quality management, human resource management, communications management, risk management and procurement management. Students will work in teams to complete the design of an information system. Project management, management of the IS function and systems integration will be components of the project experience.

---

## **MGMT 460 Public Policy and Government Regulation in Global Management (3 credits†)**

*Prerequisite: MGMT 130 and MGMT 140 and ACFI 305*

The increasing globalization of business raises new concerns for corporate management. To operate successfully in this new environment, management needs to have a thorough understanding of the public policy, government regulations and ethical considerations that apply throughout the industrialized world. This course addresses those areas of concern. *Spring semester*

---

## **MGMT 470 Supply Chain Management (3 credits†)**

*Prerequisite: MGMT 427*

This course introduces the student to the basic principles and methods of the supply chain, outsourcing, and materials management. The course acquaints students with worldwide sourcing operations as they apply to the goods producing sector.

---

## **MGMT 471 Diversity in Organizations (3 credits)**

*Prerequisite: MGMT 303*

The contemporary work force includes people different from one another in areas including gender, race, culture, ethnicity, physical abilities, sexual orientation, religion, and age. Viewing these multiple differences as an opportunity to acclimate to broad-based acceptance to others, this course will focus on knowledge of various aspects of work force diversity.



## **MGMT 475 Quality Management (3 creditst)**

*Prerequisite: MGMT 427*

This course acquaints the student with the more advanced principles and methods of quality control and Total Quality Management (TQM). It highlights the quantitative approaches to managing quality using Statistical Process Control (SPC) and lot sampling. The course stresses the application of quality management to both the goods producing and service sectors.

*Either semester*

## **MGMT 480 Systems Analysis and Design (3 creditst)**

*Prerequisite: MGMT 130 and MGMT 360 and MGMT 445*

This course introduces students to systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. Students study systems and models and the stages of a systems-analysis approach and provides an overview of systems applications at functional areas and computer techniques for systems, implementation in finance, operations and marketing. *Fall semester*

## **MGMT 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

## **MGMT 490 Strategic Management (3 creditst)**

*Prerequisite: Open to all management seniors in the final semester of the program*

This capstone course integrates the knowledge learned in the business courses along with application to the basic concepts and models of strategic management and leadership to solve actual business problems. Case studies and/or projects are the primary pedagogical methods used to demonstrate knowledge and application of the concepts and models.

## **MGMT 494 Marketing Management and Strategy (3 creditst)**

*Prerequisite: Open to all management seniors in the final semester of the program, MGMT 200 plus MGMT 415 or MGMT 424; and MGMT 420 or MGMT 430*

Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs are affected by the marketing forces that bear down on the firm while remaining consistent with the needs of the target market segment. *Spring semester*

## **MGMT 498 Internship in Management (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a satisfactory/unsatisfactory basis.

## **MGMT 499 Directed Study in Management (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **MGMT 501 Systems Research and Problem Solving (3 credits)**

*Prerequisite: MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385*

This course explores both quantitative and qualitative methods for conducting systems research and solving systems problems. Systems thinking offers an approach to formulating complex managerial problems and implementing solutions, particularly problems with both technological and social elements. Students conduct projects, developing skills in proposal preparation, report writing and oral presentation of results.

## **MGMT 503 Directed Study (credit to be arranged)**

*Prerequisite: ACFI 505 and MGMT 506, consent of the department and formal application required*

This course is designed for graduate students who desire to study selected topics in the field of management. For details, please refer to the "Directed or Independent Study" paragraph in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **MGMT 506 Marketing and Contract Management (3 credits)**

Through an exploration of current issues in management, this course reinforces the concepts and vocabulary of management. Special attention is given to contracts, liability and marketing management. Students research issues in such areas as business ethics, international management, entrepreneurship, employment law, intellectual property and marketing trends. Credit cannot be applied toward a graduate degree program.

## **MGMT 510 International Marketing (3 credits)**

*Prerequisite: MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385*

This course examines the concepts and practices of marketing in international and multinational settings, including all aspects of product distribution and control. The impact of the Internet and electronic business provides a special focus. Students conduct research projects.

## **MGMT 526 Project Management (3 credits)**

*Prerequisite: MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385*

This course presents a unified framework for managing multidisciplinary and cross-functional project teams. Students learn about systems for contract and cost management, and for

*†Performance studies at the 400 level may be taken for graduate-level credit*

*\*Additional fee required*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



controlling project schedules, budgets and quality. The management of people as sources of knowledge and creativity provides a special emphasis. Students work in teams to prepare complete project plans.

**MGMT 527 Product Development Processes (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course examines the entire life cycle of a new product or service. Students study concepts, tools and systems for supporting the concurrent management of new business prospects, including the financing, engineering, marketing, producing, distributing, staffing and other aspects of managing necessary to bring an idea to market. A project, culminating in a business plan, reinforces the importance of process and systems thinking.

**MGMT 528 Quality and Risk Management (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course evaluates various approaches, both technical and behavioral, for managing quality and risk. Students study the tools of quality and risk management in the context of the organizational systems in which they get embedded. Case studies and in-class exercises demonstrate the advantages and disadvantages of these approaches.

**MGMT 540 Industrial Marketing (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

Students study contemporary market strategy techniques in industrial companies. Case studies provide students with an opportunity to develop strategies in response to given market opportunities and competitive behaviors.

**MGMT 554 Issues in Global E-Commerce (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course explores how the Internet affects product and service costs, customer response times, and quality across a variety of industries. Students research modern e-business models in relation to both business strategy and the broader societal impacts of these new organizational forms.

**MGMT 561 Environmental Management (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course covers environmental laws and regulations as they apply to industrial organizations. Students explore the relationships between technology, community development, and the long-term sustainability of natural resources. Special topics include ISO 14000 standards, the role of private industry in developing new technology, and the responsibilities of both business and government in a global economy.

**MGMT 562 Strategic Management of Technological Innovation (Capstone – 3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This capstone course employs extensive case analyses to explore alternative strategies for the management of new technology. Students develop a systems and process perspective through research on emerging approaches to strategic management, including business process reengineering, organizational learning, sustainability, concurrent engineering, supply chain management and self-directed teams, among others.

**MGMT 571 Organizational Culture and Work Force Diversity (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course uses knowledge about different cultures, across organizational types, industries, and nations, to develop an understanding of how diverse members of an organization can work together toward shared values, while still maintaining their individual identities. Students study a variety of culture-dependent approaches to time, space, language and workplace practices. The management of work force diversity as a valuable resource for organizational creativity and knowledge-building provides a special emphases.

**MGMT 572 Interpersonal and Group Behavior (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course prepares students to participate as effective group members and to act as successful group leaders in workplace project teams. Students study the set of skills that professionals and managers need to meet the challenges posed by trends toward organizational decentralization, functional integration, use of cross-functional project teams and work force diversity. Theories of interpersonal and group behavior offer students the opportunity to assess individual skills and to experiment with new skills.

**MGMT 576 Organizational Change and Leadership (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385

This course examines the impact of leadership on the organizational change process within a variety of work settings. New leadership styles and practices emerging in the context of cross-functional structures, joint ventures and project-based organizations provide a special emphasis. Through both in-class exercises and group projects, students learn about approaches to change management and develop awareness of their leadership attributes.

*†Performance studies at the 400 level may be taken for graduate-level credit*

*\*Additional fee required*



## **MGMT 577 Power and Influence in Organizations (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385  
This course explores the nature, practice, and effects of power and influence in work organizations. Students study classical and contemporary ideas on leadership to understand how the concepts and practices of power and influence are changing. Cases and simulations demonstrate methods for the effective and ethical exercise of power and influence in organizational units, on project teams and within the organizational culture as a whole.

## **MGMT 578 Organizational Development (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385  
This course explores current topics in organizational development and change, including the practical and ethical issues arising in the context of multinational organizations and the conduct of international business. Guest speakers augment student presentations and seminar discussions.

## **MGMT 581 Information Resources Management (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385  
Students study the technology, systems, and processes that allow organizations to manage information and knowledge as valuable resources. Topics include the conceptualization of data, including data structures, data modeling, data administration and the selection of a database environment. The role of information systems in both the routine conduct of business and long-term strategic planning provide a special emphasis.

## **MGMT 582 Business System Design and Integration (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385  
This course introduces fundamental concepts of data communications, networking, and decision support systems. Included are topics such as processing quantitative and qualitative information, systems analysis and design, technical aspects of data transmission, network architecture and implications for management.

## **MGMT 590 Management Systems Seminar (3 credits)**

*Prerequisite:* Taken in the final semester of the MS program; MGMT 501 and MGMT 526 and MGMT 576 and MGMT 581 and MGMT 582 and 9 additional credit hours of MS course requirements  
Students will demonstrate and utilize their knowledge through a practical, in-depth analysis of a management system. Working with a client organization, students will assure that their analyses integrate strategic systems, information systems and management systems to facilitate organizational change.

## **MGMT 594 Marketing Management and Strategy (3 credits)**

*Prerequisite:* MATH 110 or ECON 210; and MGMT 506 or MGMT 200 and ACFI 305; and ACFI 505 or ACFI 240 and ACFI 241 and ACFI 385  
This course integrates the formulation of a marketing program with an organization's overall business strategy. Students learn how and why social, economic and political forces affect the selection and success of a marketing program, and ways in which a business firm can continue to meet the needs of its market segments in the context of these forces.

## **MIDDLE SCHOOL (MSED) (ALSO SEE EDHM)**

### **MSED 199 First Year Seminar (3 credits)**

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **MSED 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)



## MSED 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## MSED \_\_\_\_\_ Strategies of Teaching in the Middle School (3 creditst)

*Prerequisite:* Admission to the Professional Education Program  
*Prerequisite for MSED 465:* EDHM 210, EDHM 235 and EDHM 335 and admission to the Professional Education Program  
 Strategies, including methods, materials and media, for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. Students register for the course appropriate to their major according to the following schedule:  
 MSED 450 History/Political Science  
 MSED 451 English  
 MSED 456 Mathematics  
 MSED 465 Integrated Science

## MSED 499 Directed Study in Middle School Education (1-6 credits)

*Prerequisite:* Consent of the department; formal application required  
 This course is open to juniors, seniors and postbaccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The adviser's permission is required.

## MSED 503 Directed Study (credit to be arranged)

*Prerequisite:* Consent of the department; formal application required  
 Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## Other Approved Courses

MSED 502 Research

## MUSIC (MUSC)

### MUSC 109 Beginning African Drumming Ensemble (1 credit)

This course will introduce students to some of the intrinsic elements of African music through the process of actual music making within an ensemble setting. Designed for beginners with no musical or drumming background, this course will give students a firm foundation in African drumming and in the performance of repertoire from the West African countries of Guinea, Senegal and Mali. This course may be repeated. Music majors may only take the course twice for credit toward major requirements.

### MUSC 112 Wind Ensemble (1 credit)

The wind ensemble is open to any student who plays a woodwind, brass, or percussion instrument. The wind ensemble performs significant literature, which is selected to stimulate both the musicians and the audience. The course may be repeated for credit. *Either semester*

### MUSC 113 Jazz Band (1 credit)

*Prerequisite:* Audition  
 The jazz band is open by audition on the first Thursday of the fall semester and limited to 20 musicians who wish to perform in the big band style. Performances provide the student with an opportunity to apply musical skills acquired through practice and rehearsal. The course may be repeated for credit. *Either semester*

### MUSC 115 Instrumental Ensemble (1 credit)

A mixed group of instrumentalists who study and perform appropriate works. Ensembles formed as interest indicates. The course may be repeated for credit. *Either semester*

### MUSC 118 Chorale (1 credit)

A group of mixed voices who study and perform compositions representative of various styles, periods and cultures. Performances presented throughout the academic year often include major works with orchestral accompaniment. The course may be repeated for credit. *Either semester*

### MUSC 119 Vocal Ensemble (1 credit)

*Prerequisite:* Concurrent enrollment in MUSC 118 and audition  
 A select group of mixed voices who study and perform chamber vocal music representative of various styles, periods and cultures. This a cappella ensemble represents the college both in the United States and abroad. *Either semester*

### MUSC 120 Class Guitar I (Classical Guitar) (3 credits)

This course is an introduction to the fundamentals of classical guitar playing for those with or without prior experience. Through the performance of classical music, folk songs, American spirituals and pop melodies, the beginning guitar student will learn to read music, grasp basic theory, understand terminology and identify the different stylistic periods in music. *Either semester* (CFPA)

*tMay be taken for graduate-level credit*



**MUSC 121, 221, 321, 421 Performance Studies I, II, III, IV (Private Lessons - Brass) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 122, 222, 322, 422 Performance Studies I, II, III, IV (Private Lessons - Percussion) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 123, 223, 323, 423 Performance Studies I, II, III, IV (Private Lessons - Violin, Viola) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 124, 224, 324, 424 Performance Studies I, II, III, IV (Private Lessons - Woodwinds) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 125, 225, 325, 425 Performance Studies I, II, III, IV (Private Lessons - Guitar) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 126, 226, 326, 426 Performance Studies I, II, III, IV (Private Lessons - Cello, Bass) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 130 Voice Class I (3 credits)**

Through the performance of songs of different nationalities, the student gains knowledge of basic vocal technique, general musicianship and terminology. *Either semester (CFPA)*

**MUSC 131, 231, 331, 431 Performance Studies I, II, III, IV (Private Lessons - Voice - Singing) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 140 Class Piano I (3 credits)**

Through the performance of compositions by master composers and arrangements of symphonic literature, folk songs, spirituals, seasonal and patriotic songs, the beginning piano student learns basic piano technique, elementary theory, general musicianship, terminology and the different stylistic periods in music. *Either semester (CFPA)*

**MUSC 141, 241, 341, 441 Performance Studies I, II, III, IV (Private Lessons - Piano) (1 credit†)**

*Prerequisite:* Consent of instructor for 200 level and above only  
The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The lessons are for a one-hour period per week. The course may be repeated for credit. *Either semester\**

**MUSC 150 Classroom Music (3 credits)**

An integrated approach to the use of music in the elementary school that serves to enhance the student's knowledge and ability to use music in the classroom. *Either semester*

**MUSC 151 Jazz and Show Choir (1 credit)**

This course is intended to offer students a choral experience in musical styles other than classic. Students will prepare and perform a mix of jazz and other popular styles of music. This course may be repeated for up to two credits.

**MUSC 152 Opera Ensemble (1 credit)**

*Prerequisite:* Concurrent enrollment in MUSC 131  
This course will encourage young singers to explore the physical aspect of singing through repertoire that will be staged and performed. Singers will work to articulate vocal pieces from operatic literature through dramatic enactment. Course work will culminate in a performance of the chosen musical selections. This class may be repeated two times for credit.

**MUSC 160 Music: A Listening Approach (3 credits)**

This course, designed for students with no previous musical training, explores art music of the Western world and gives the beginner the knowledge and skills necessary for more informed listening. Music surveyed may include symphonies, concerti, songs, operas and other works, from various historical periods. *Either semester (CFPA)*

†May be taken for graduate-level credit

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



**MUSC 162 Music in African Culture (3 credits)**

This course surveys the musical traditions of Africa with respect to its historical, social and cultural backgrounds. Musical organizations, instrumental and vocal techniques and important aspects of style are treated. *Either semester* (CFPA; CGCL)

**MUSC 163 Music of the Non-Western World (3 credits)**

This course is an introductory survey of selected non-Western musical traditions including those of Asia, Latin America, Oceania and the Middle East. Topics include song and dance styles, musical instruments, social context and function of performance genres, musical structures, traditional vs. modern styles and aesthetic principles. *Either semester* (CFPA; CGCL)

**MUSC 165 Introduction to Women Composers (3 credits)**

This course surveys the contributions of women composers to the Western art music tradition, from the medieval period through the 20<sup>th</sup> century, with attention to historical and sociological contexts as well as fundamental concepts in art music. (CFPA)

**MUSC 166 Survey of American Jazz (3 credits)**

This course traces the development of jazz from 1890 to the present, noting its origins, its place in mainstream American music and its influence on other American and European musical styles. *Either semester* (CFPA; CMCL)

**MUSC 168 American Popular Music (3 credits)**

This course will study the contemporary trends of American music beginning with the jazz era and continuing through recent decades. It will trace the social and political forces that created and shaped popular music during times of war and crisis. Students will study the elements that make up this music and learn how these styles developed. Students will listen to representative examples of the music of this period with emphasis on the factors that led to its invention. *Offered every semester* (CFPA)

**MUSC 170 Music Fundamentals (3 credits)**

A course designed for beginners who wish to develop music literacy. Pitch, rhythm, chords, and major and minor scales are among the topics studied. Evaluations are based on both written work and musical performance. *Either semester* (CFPA)

**MUSC 183 String Ensemble (1 credit)**

The string ensemble is open by audition to all students of the college. The group performs standard and contemporary chamber music selected to showcase the strengths of the ensemble. The course may be repeated for credit. *Either semester*

**MUSC 191 Introduction to Music Technology (3 credits)**

*Prerequisite: MUSC 170 or consent of instructor*  
This introduction to music technology explores the growth and evolution of the field. Students get practical experience with hardware and software, working at a MIDI station with several leading programs.

**MUSC 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*  
First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**MUSC 232 Diction for Singers (3 credits)**

*Prerequisite: MUSC 130 or consent of instructor*  
This course instructs singers to produce clear, intelligible diction while maintaining a melodic line and correct intonation in standard English, Italian/Latin, French and German vocal repertory. The foreign language being used by the choral or chamber singers may be included as an area of study.

**MUSC 240 Class Piano II (3 credits)**

*Prerequisite: MUSC 140 or consent of instructor*  
The continuation of Class Piano I presents a detailed study of works from the Baroque to the Contemporary periods. The student gains facility in the art of phrasing, use of dynamics and attention to tempos. *Spring semester* (CFPA)

**MUSC 270 Sight-Singing and Ear-Training I (3 credits)**

*Prerequisite: MUSC 191 and concurrent enrollment in MUSC 271*  
This course enhances the student's aural skills, developing the understanding of musical notation through exercises in sight-reading and musical dictation.

**MUSC 271 Music Theory I (3 credits)**

*Prerequisite: MUSC 191 and concurrent enrollment in MUSC 270*  
Beginning harmony and counterpoint: writing in small forms and chorale harmonization, written exercises, ear training and keyboard work. *Spring semester* (Formerly MUSC 171)

**MUSC 272 Sight-Singing and Ear-Training II (3 credits)**

*Prerequisite: MUSC 270 and concurrent enrollment in MUSC 273*  
The continuation of MUSC 270. Students achieve a high level of fluency by reading graded advanced unison, two-, three-, and four-part studies, as well as combined rhythmic and melodic dictation, and one- and two-part rhythmic exercises for aural proficiency. (Formerly MUSC 370)

**MUSC 273 Music Theory II (3 credits)**

*Prerequisite: MUSC 271 and concurrent enrollment in MUSC 272*  
A continuing technical course in the study of 18<sup>th</sup>- and 19<sup>th</sup>-century harmony. Topics studied include seventh chords through chords of the augmented sixth, figured bass, analysis, harmonization of melody and counterpoint. *Fall semester* (Formerly MUSC 172)



## **MUSC 281 Music History I (3 credits)**

*Prerequisite: MUSC 271 or consent of instructor*

A historical and technical survey of music of the Middle Ages through the Baroque period, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles.

*Fall semester (Formerly MUSC 261)*

## **MUSC 282 Music History II (3 credits)**

*Prerequisite: MUSC 271 or consent of instructor*

A historical and technical survey of music of the Classical Era through the present day. Continues Music History I, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles. *Spring semester (Formerly MUSC 262)*

## **MUSC 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **MUSC 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **MUSC 351 Conducting (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282 or consent of instructor*

Designed for the beginning choral or instrumental conductor, this course includes basic conducting patterns, score reading and analysis, baton and rehearsal techniques.

## **MUSC 363 Music of Bach, Handel, and Vivaldi (3 credits)**

*Prerequisite: MUSC 281*

This in-depth study of music by Bach, Handel and Vivaldi focuses on representative works from several genres, including cantata, oratorio, concerto, suite, and sonata. (CWRM)

## **MUSC 364 Music of the Classical and Romantic Periods (3 credits)**

*Prerequisite: MUSC 282*

An in-depth study of music of the Classical and Romantic eras focusing on the history and styles of the symphony, sonata, song, string quartet, opera, and other genres. (CWRM)

## **MUSC 366 American Music of the Twentieth Century (3 credits)**

*Prerequisite: MUSC 282*

This course examines music by 20<sup>th</sup>-century American composers, taking an historical and analytical approach to genres such as symphony, chamber music, song, opera, musical theater and jazz. Works by Ives, Copland, Gershwin, Bernstein and others will be studied. *Spring semester*

## **MUSC 367 Music by Women Composers (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282*

This course surveys Western art music composed by women, with attention to sociological and cultural issues as well as analysis of music from several periods and genres. (CWRM)

## **MUSC 369 Music of the Twentieth Century (3 credits)**

*Prerequisite: MUSC 282*

This course explores the diverse compositional techniques, genres, and styles of 20<sup>th</sup>-century American and European art music. Representative works by Stravinsky, Schoenberg, Ives, Bartok, Copland, Cage, Berio, Adams and others will be examined from analytical and historical viewpoints.

## **MUSC 371 Counterpoint (3 credits)**

*Prerequisite: MUSC 273*

An analytical and practical exploration of melodic and contrapuntal techniques, relying upon extensive student exercises in composition and singing; emphasis on styles of the 16<sup>th</sup> through the 18<sup>th</sup> centuries.

## **MUSC 372 Form and Analysis of Music I: 1700-1900 (3 credits)**

*Prerequisite: MUSC 273*

A study of the musical forms associated with the Classical and Romantic periods. Emphasis will be placed on the study of small and large forms focusing on the development of the harmonic language of the 18<sup>th</sup> and 19<sup>th</sup> centuries.



---

## **MUSC 373 Composition I (3 credits)**

*Prerequisite: MUSC 273*

A technical and practical exploration of the materials and methods of musical composition centered around the students' own creative exercises.

---

## **MUSC 375 Orchestration and Arranging (3 credits)**

*Prerequisite: MUSC 273 and MUSC 282*

Students will learn principles of score mechanics, vocal and instrumental ranges and capabilities, and apply that knowledge in musical assignments for a variety of ensembles.

---

## **MUSC 388 Instrumental Techniques (3 credits)**

*Prerequisite: MUSC 281 or MUSC 282*

Students will learn assembly, maintenance, performance and pedagogy for the four main families of orchestral instruments (woodwinds, brass, percussion and strings).

---

## **MUSC 399 Special Topics in Music (3 credits)**

A topic of special interest to faculty and/or students will be explored; emphasis may be on history, theory or performance. This course may be taken more than once.

---

## **MUSC 440 Advanced Keyboard Skills (3 creditst)**

*Prerequisite: MUSC 240*

This course teaches advanced keyboard musicianship skills that lead to facility in the harmonization of melodies, transposition, score reading, figured bass realization and lead sheet chord symbols interpretation.

---

## **MUSC 455 Creative Activities in Elementary School Music (3 creditst)**

*Prerequisite: MUSC 170 or consent of instructor*

This course is designed to develop analytical thinking and practical skills related to teaching vocal and general music in the primary and intermediate grades. Emphasis is on teaching craft, curriculum development and the vocal mechanism for this level.  
*Fall semester, every other year (Formerly MUSC 355)*

---

## **MUSC 456 Methods in Music Education (3 creditst)**

*Prerequisite: MUSC 273 or consent of instructor*

This course will examine the instructional approaches of Emile Jaques-Dalcroze, Zoltan Kodaly, Carl Orff and Edwin Gordon, and the use of each in school music settings. Emphasis will be placed upon the instructional use of each with respect to singing, moving, instrument playing, listening and creative experiences.

---

## **MUSC 457 School Music Programming (3 creditst)**

*Prerequisite: MUSC 351*

Students will learn principles of managing, organizing and administering a school music program. Course topics range from recruiting to cooperating with parent's organizations. Students will network with local school directors and learn evaluation and assessment procedures.

---

## **MUSC 458 Introduction to Orff Schulwerk (3 creditst)**

*Prerequisite: MUSC 271 and MUSC 273; or consent of instructor*

This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. Especially valuable for elementary and middle school teachers.

---

## **MUSC 472 Form and Analysis II: The Twentieth Century (3 credits)**

*Prerequisite: MUSC 372 or consent of instructor*

The materials and techniques of 20<sup>th</sup>-century art music will be examined within a technical and historical context, with special attention to post-tonal styles. Students will listen to and analyze representative works of leading composers, developing their ability to recognize and describe styles of the twentieth century.

---

## **MUSC 483 Choral Techniques (3 creditst)**

*Prerequisite: MUSC 351 and MUSC 440; or consent of instructor*

This course will fulfill one of the subject matter knowledge areas necessary for provisional/full certification. Subjects will include advanced conducting and rehearsal techniques, a study of style and interpretation, and the development of the choral sound. Planning, organizing and evaluating the choral program and its participants will also be part of the curriculum.

---

## **MUSC 499 Directed Study in Music (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

---

## **MUSC 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

---

## **MUSC 552 Seminar in Music Education Problems (3 credits)**

*Prerequisite: An undergraduate degree in music; at least one music education course, which may be satisfied by: EDHM 413, MUSC 413, MUSC 455, MUSC 456 or equivalent; or consent of instructor*

This course will provide a forum for music educators to discuss and analyze issues and problems that arise in the current music education environment. It will provide graduate students in music education with relevant information about current trends, methodologies and techniques used in contemporary music education.

\* Additional fee required

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections  
Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **MUSC 558 Orff Schulwerk Teacher Training: Level I (3 credits)**

*Prerequisite: A bachelor's degree in music or equivalent; and consent of the workshop director*

This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level I certification. *Offered in summer only*

## **MUSC 559 Orff Schulwerk Teacher Training; Level II (3 credits)**

*Prerequisite: MUSC 558*

*This is a two-week intensive workshop extending basic principles and practices of the Orff Schulwerk approach and providing more advanced training in composition as well as pedagogical practice. Taught by a certified Orff instructor, this course continues application of basic skills in movement, speech, singing and playing instruments and develops further understanding of diatonic composition and practice and use of complex and mixed meter. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level II certification. Offered in summer only*

## **MUSC 562 Orff Schulwerk Teacher Training: Level III (3 credits)**

*Prerequisite: MUSC 559*

This is a two-week intensive workshop for those who have satisfactorily completed a Level II course and who have Orff teaching experience. The materials, techniques, and activities are designed for the more advanced Orff Schulwerk student. The course will include study of modes and mixtures, orchestration of original material, and improvisation in modes and asymmetric meters. Development of advanced soprano and alto recorder techniques will be continued, and ensemble performance with all voices of recorders will be included. The course follows guidelines established by American Orff Schulwerk.

## **MUSC 564 Music in the Arts: A Cultural Perspective (3 credits)**

This course will emphasize developments in music from a larger cultural perspective. The role of music will be analyzed in the context of other fine and performing arts such as painting, sculpture, theater and dance. The aim of this comparative approach is to broaden the understanding of music, placing it within a larger cultural, social and artistic framework.

## **MUSC 569 Foundations in Music Education (3 credits)**

*Prerequisite: Matriculation in the MAT in Music or consent of either instructor or department chairperson*

This course examines and analyzes philosophical, historical, sociological and psychological issues affecting the teaching and learning of music in school settings. Emphasis will be placed upon a scholarly investigation of critical issues related to the music education profession. Students will also be expected to determine the purposes and functions of music in American

schools in relation to efficient and effective planning of curriculum and instruction. Massachusetts Frameworks and the National Standards will be incorporated into these topics.

## **MUSC 575 Techniques for Arranging Classroom and Concert Music (3 credits)**

This course is intended to provide K-12 music educators with skills and techniques in arranging extant music for the particulars of specific classroom and public school ensembles, both vocal and instrumental.

### **Other Approved Courses**

MUSC 111 Marching Band

MUSC 230 Voice Class II

MUSC 255 Music Materials for Elementary Teachers

MUSC 374 Composition II

MUSC 413 Advanced Choral Conducting

MUSC 453 Music for Early Childhood

MUSC 473 Composition III

MUSC 474 Composition IV

## **NATURAL SCIENCES (NSCI)**

### **NSCI 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **NSCI 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill



other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NSCI 299 Second Year Seminar (Writing Intensive)**  
**(3 credits)**

*Prerequisite:* \_\_\_\_ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**NSCI 300 Science and the Impact of Technology**  
**(3 credits)**

A study of the interplay of science and technology, the environmental, social and economic consequences of technology, the effect of technical change on society, the management and control of technology and the nature of the technological decision-making process.

**NSCI 400 Senior Interdisciplinary Seminar in Environmental Science (3 credits)**

*Prerequisite:* An introductory course in environmental science or consent of instructor

Current environmental issues will be discussed and analyzed in detail from an interdisciplinary viewpoint. The importance of thorough analysis and planning in developing long-term solutions to environmental problems will be emphasized. Faculty with appropriate interdisciplinary backgrounds will participate.

**NSCI 511 Principles of Hydrology and Remote Sensing for Investigating Land Use Impacts on Water Resources (3 credits)**

*Prerequisite:* One course in either chemistry, earth science or geography and a course on computer applications; or consent of instructor  
This is an interdisciplinary course on hydrology and land use assessment designed primarily for professional development of watershed educators working on projects in local watersheds. The RiverNet Watershed Access Lab will be used for projects that emphasize hands-on training in hydrology, determining watershed area, and assessment of land use through color I.R. photos and satellite image analysis. The project goal will be to evaluate land use impacts on water quality in the local community.  
*Summer session I*

**NSCI 521 Watersheds: Stream Ecology, Water Quality and Land Use (4 or 6 credits)**

*Prerequisite:* A course in ecology or environmental science and one course in either chemistry, earth science or geography

Part I, spring semester workshops two weeks in Summer Session II; Part II, fall semester workshops and/or watershed project. This is an interdisciplinary course primarily for teacher professional development in stream ecology, water quality and land use impacts in local watersheds. The RiverNet Watershed Access lab will be used to advance local community watershed initiatives that improve water quality and protect watershed resources. Workshops and projects will emphasize hands-on training in stream ecology, aquatic insect identification, water quality assessments and the use of Massachusetts GIS (Geographic Information Systems). The project goal will be to evaluate land use impacts on the water quality of a stream or river in the local community of each team. A local watershed initiative project will be developed by each participant and presented in a Watershed Access Lab one-day conference. Four credits require Saturday workshops, 8-day summer institute and a one-semester watershed project presented at the WAL Conference. Six credits require Saturday workshops, 8-day summer institute and summer research project report, and an academic year watershed project presented at the WAL Conference. *Spring, summer II and fall*

**NSCI 522 Watershed Analysis: Topics and Techniques (1-3 credits)**

*Prerequisite:* NSCI 521 or consent of instructor

Designed primarily for watershed educators and secondary teachers to develop in-depth skills in watershed studies, this course allows for various specialized offerings as short courses of one or two credits. Short course topics will address specific issues and techniques pertaining to watershed studies that will also serve the continuing needs of teachers and watershed educators for professional development. Potential topics could include using Massachusetts GIS for watershed land use analysis, techniques for biomonitoring and historical geographic analysis of watershed land use. This course may be repeated with different topics for a total of three credits.

**NSCI 525 Mathematical Applications to the Natural Sciences (3 credits)**

*Prerequisite:* High school/middle school teacher of mathematics or sciences

A series of lessons will be offered in which the application of mathematics to various areas of science will be offered. Guest speakers will present material from their area of expertise. Demonstrations of classroom presentation of the material will be given.

**Other Approved Courses**

NSCI 514 Scientific Telecommunications

\* Additional fee required



## PHYSICAL EDUCATION (PHED)

### PHED 100 Applied Musculoskeletal Anatomy (3 credits)

Includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, joints and tissues involved in basic movement patterns.

### PHED 117 Historical and Philosophical Foundations of Sport and Physical Education (3 credits)

A historical and philosophical study of sport and physical education, including an overview of the biological and normative/humanities areas constituting the discipline of sport studies.

### PHED 131 Volleyball I—Beginner (1 credit)

Concepts and fundamental skills of volleyball, team play, rules and game strategy.

### PHED 132 Field Hockey I (1 credit)

Development of basic skills, concepts and strategies for playing the game with understanding and application of rules.

### PHED 133 Basketball I—Beginner (1 credit)

Fundamental skills of basketball, elementary offense and defense strategies.

### PHED 134 Self Defense (1 credit)

This course will focus on the methods of self-defense in real world scenarios and appropriate conditioning for self-defense.

### PHED 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *PHED 135 fall semester, PHED 136 spring semester*

### PHED 140 Lacrosse (1 credit)

Fundamental skills, strategies, rules and knowledge for playing lacrosse.

### PHED 141 Soccer (1 credit)

Fundamental skills of soccer including kicking techniques, trapping, heading, offensive and defensive strategy and rules of the game.

### PHED 145 Flag Football (1 credit)

Concepts and fundamental skills of the game including rules and strategy of play.

### PHED/THEA 146 Dance Appreciation (3 credits)

This course explores the basic components of dance and enables students to appreciate the art of dance as an informed audience and as participants in its rich variety. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. (CFPA)

### PHED 147 Theory and Practice of Ballet Fundamentals (2 credits)

This course gives students with little or no dance training the opportunity to obtain the essential fundamental concepts and skills of ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research students will obtain general background about ballet which, combined with intensive class work, is intended to create technically proficient and artistically enriched dancers. The class will consist of one hour of lecture and two hours of laboratory.

### PHED 150 Beginner Swimming (1 credit)

This course is for the non-swimmer or beginner swimmer (shallow water only). Emphasis is on water adjustment, primary skills, stroke readiness and stroke development comparable to American Red Cross swimming course levels I, II, III.

### PHED 152 Theory and Practice of Lifeguard Training (2 credits)

Lifeguard duties, responsibilities, requirements, and philosophy are emphasized. Successful completion of course requirements will earn Red Cross certification in Lifeguard Training and First Aid, and in CPR for the Professional Rescuer. Additional modules in Disease Transmission Prevention and Oxygen Administration for the Professional Rescuer will be offered. One hour of lecture and two hours of laboratory periods will be conducted weekly during the entire semester.

### PHED 153 Jazz Dance (1 credit)

This course provides experiences with a variety of jazz styles, including lyric and percussive. Emphasis is on performance of choreographed routines and mastery of isolations and syncopations.

### PHED/THEA 155 Dance Practicum (1 credit)

In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. Fall semester is open to all; spring semester is open by audition only. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated.

### PHED 161 Folk Dance (1 credit)

Folk dance terminology, formations and dance steps. Course will include insight into the background and customs of the people in the countries where the dances originated.



---

## **PHED 163 Aerobics (1 credit)**

A series of easy to learn dances that combine the health and figure benefits of jogging with the fun and vigor of dancing. It is recommended that participants should be in good physical condition and anyone over 35 years have a physical examination prior to enrolling in the class.

---

## **PHED 164 Square Dance (1 credit)**

An introduction to the contemporary square dance.

---

## **PHED 165 Tap Dance I (1 credit)**

This course will explore the basic skills of tap dance using physical practice analysis, film critiques and performance. Basic tap vocabulary will be mastered.

---

## **PHED 166 African Dance (1 credit)**

This course will introduce students to the dance styles of Africa and the Caribbean using the Dunham techniques as its technical base. There will be discussion of the cultural history of African and Caribbean styles and their effect on American dance.

---

## **PHED 167 Street Dance (1 credit)**

This course will deal with the basic technique of street dance from electric boogie to hip-hop and electric slide. Students will be encouraged to share from their own dance background.

---

## **PHED 168 Ballroom Dance (1 credit)**

This course will introduce students to the basic steps, rhythms and timing and performance. Dances covered will include the waltz, fox trot, swing, polka and a sampler of Latin dances.

---

## **PHED 170 Bowling I – Beginner (1 credit)**

Concepts and fundamentals of bowling: approach, delivery, follow through and strategy of play.\*

---

## **PHED 173 Archery I – Beginner (1 credit)**

Concepts and fundamental skills of archery including methods of aiming, scoring and introduction to novelty events.

---

## **PHED 174 Tennis I – Beginner (1 credit)**

Concepts and fundamental skills of tennis including forehand, backhand, serve, rules and strategy of singles and doubles play.

---

## **PHED 175 Golf I – Beginner (1 credit)**

Concepts and fundamental skills of the game including rules and scoring. A minimal fee of approximately \$4 for use of facilities will be charged.

---

## **PHED 176 Badminton I – Beginner (1 credit)**

Fundamental skills, rules and game concepts in order to prepare students for satisfying play experiences.

---

## **PHED 180 Coaching Basics (1 credit)**

This course provides a "Level 1" coach by the American Coaching Effectiveness Program.

---

## **PHED 186 Track and Field (1 credit)**

Skills of track and field including running, jumping, throwing events and their progressions.

---

## **PHED 188 Jogging and Road Running (1 credit)**

An introduction to jogging and road running. Emphasis on knowledge and application of training technique and running mechanics, as they apply to the spectrum of running, from jogging to road racing and marathoning.

---

## **PHED 190 Conditioning (1 credit)**

Concepts, exercises and activities related to the development of physical fitness, including isometrics, weights and running.

---

## **PHED 193 Weight Training (1 credit)**

Emphasis will be on concepts and development of physical fitness through individualized weight training programs.

---

## **PHED 194 Wrestling (1 credit)**

Fundamentals of college wrestling with emphasis on mat skills, rules, scoring and strategy. *Offered fall semester only*

---

## **PHED 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

---

## **PHED 200 Fitness for Life (3 credits)**

This course is concerned with aiding the student to achieve a lifetime of physical vigor, good health and sense of well-being. Its emphasis is on the biological basis, planning and implementing of an ongoing program of self-care through physical activity and proper nutrition.

---

## **PHED 201 Fitness Testing in Exercise Science (1 credit)**

The course is an introductory laboratory experience in the conduct of exercise and anthropometric tests utilized during the conduct of preventative and rehabilitative exercise programs. The student will conduct and practice administering testing programs.

---

## **PHED 203 Basic Rock Climbing (1 credit)**

Development of fundamental skills and techniques used in rock climbing with special attention to belaying and safety considerations.



## **PHED 204 Theory and Practice of Progressive Resistance Training (2 credits)**

*Prerequisite: Physical Education majors only, or consent of instructor*  
This course consists of a study of the procedures used to train people to enhance their musculoskeletal fitness through progressive resistance exercise. Specific emphasis will be placed on bodybuilding, power lifting, Olympic Style Lifting, dynamic flexibility, plyometrics, and agility training. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

## **PHED 205 Introduction to Teaching Physical Education in the Public Schools (2 credits)**

This course is designed to give students information about teaching physical education as a profession. Through discussion and direct observation of the teaching-learning environment, students will be able to study and observe the characteristics of learners of different age and grade levels as well as the philosophy, goals and objectives of programs for various certification levels. *Fall semester*

## **PHED 206 Theory and Practice of New Age Fitness (2 credits)**

This course consists of a study and practice of new age fitness techniques as they pertain to fitness and wellness. Mind/body connection as presented in Eastern cultures will be explored. The art of Yoga will be examined through practice and examination of the Ayurvedic methods used to treat people to enhance their wellness including strength, balance, flexibility, cardio respiratory, and relaxation. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

## **PHED 207 Theory and Practice of Horsemanship (2 credits)**

This course provides the basics of equestrian skills and gives students the proper foundation for safe enjoyment of the equestrian sport. The course is a hands-on approach geared toward students wishing to become proficient in horsemanship, with emphasis on the equine psychology and behavior, health and stable management and riding theory.\*

## **PHED 208 Theory and Practice of Group Instruction (2 credits)**

*Prerequisite: Restricted to Athletic Training and Physical Education majors*

This course consists of a systematic study of the procedures used to teach aerobics and group exercise. One-hour lecture and two hours of laboratory periods will be conducted weekly over the entire semester. Upon completion of this course students will have the option to sit for a group exercise/aerobics certification.

## **PHED 209 Theory and Practice of Metabolic Training (2 credits)**

This course will provide the theory behind aerobic and anaerobic training and will provide students with sufficient activity to produce a training effect in the various metabolic systems. One hour of lecture and two hours of laboratory will be conducted weekly over the entire semester.

## **PHED 210 Developmental Kinesiology (3 credits)**

*Prerequisite: PHED 100*

This course uses a developmental approach to introduce the student to fundamental motor patterns. The anthropometrics and basic biomechanics that affect each motor pattern, are highlighted. Emphasis is placed on typical development as presented throughout the life span.

## **PHED 212 Strategies and Analysis of Motor Skills (3 credits)**

*Prerequisite: PHED 205*

This course is an introduction to the learning and development of motor skills and movement principles. Fundamental assessment and evaluation concepts and procedures will be studied and applied. *Offered spring semester*

## **PHED 217 Principles of Motor Learning and Performance (3 credits)**

Introduces the student to the concepts and principles concerned with learning and performance of movement skills.

## **PHED 225 Observation and Analysis of Movement for Children (4 credits)**

*Prerequisite: PHED 205*

An introduction to the movement approach to games, dance, and gymnastics with emphasis on program content and progression using the thematic approach. *Spring semester*

## **PHED 229 Practicum in Sport Management (2 credits)**

*Prerequisite: PHED 239 or consent of instructor*

This practicum gives students experience in the practical aspects of planning, conducting and evaluating sports programs. The students will work in approved recreation and intramural programs at Bridgewater State College. The practicum is supplemented by seminars related to the students' professional development.

## **PHED 231 Volleyball II – Intermediate (1 credit)**

*Prerequisite: PHED 131 or comparable experience*

A follow-up of Volleyball I with emphasis on increased proficiency of performance and game strategy.

## **PHED 234 Yoga (1 credit)**

This class will introduce students to the ancient discipline of Hatha Yoga. Even though Hatha Yoga has been practiced for thousands of years, we in the West are just becoming aware of its many health benefits. In this class we will discuss the history of Yoga, the Eight Limbs of Classical Yoga, the different Paths of Yoga, the Energetic Systems of Yoga, the Asana and Pranayama of Yoga, and Meditation. An emphasis will be placed on the physical practice of Yoga allowing the students to experience its many benefits.

## **PHED 235 Rhythmic Activities: Programming For All Ages (1 credit)**

Designed to provide a basic understanding of rhythmical movements and their application for programming for all age groups. The course will include a variety of expressive locomotion, non-locomotor and manipulative movements.



**PHED 237 Theory and Practice of Jazz Dance, Fall  
(2 credits)**

*Prerequisite: Dance experience. Students may self-select.*  
This course will offer intermediate-level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists, so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. This class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 239 Introduction to Sport Management  
(3 credits)**

*Prerequisite: First Year Seminar 199 or consent of instructor*  
This course will serve as an introduction to the profession of sports management. Students will explore current issues in sport management, the history of the profession and avenues for professional preparation. Students will gain an understanding of the historical evolution of professional sport management practice. Students will become familiar with current issues in the business of sport.

**PHED 242 Theory and Practice of Ballet, Fall (2 credits)**

*Prerequisite: Ballet experience. Students may self-select.*  
This course gives students with an elementary level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research students will obtain general background about ballet, which combined with intensive class work, is intended to create dancers technically proficient and artistically enriched. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 244 Softball (1 credit)**

Concepts and fundamental skills of the games including rules and strategy of play. *Spring semester*

**PHED 245 Theory and Practice of Ballet, Spring  
(2 credits)**

This course gives students with an intermediate-level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. An analytical approach to the relation between muscle control and technique is used to intensify the effectiveness of training. In addition, through out-of-class research students will obtain general background about ballet which, combined with intensive class work, is intended to create dancers technically proficient and artistically enriched. The class is a continuation of topics addressed in PHED 242 but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 247 Theory and Practice of Jazz Dance, Spring  
(2 credits)**

*Prerequisite: Dance experience. Students may self-select.*  
This course will offer intermediate-level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists, so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in PHED 237 but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 248 Theory and Practice of Modern Dance, Fall  
(2 credits)**

*Prerequisite: Dance experience. Students may self-select.*  
This course will offer intermediate-level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most influential artists, so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 249 Theory and Practice of Modern Dance,  
Spring (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*  
This course will offer intermediate-level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most influential artists, so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in PHED 248 but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

**PHED 250 Intermediate Swimming (1 credit)**

*Prerequisite: PHED 150 or comparable experience*  
This course is for the deep-water swimmer and provides continued development on more advanced swimming skills, strokes, diving and survival techniques. *Both semesters*

*tMay be taken for graduate-level credit*



## **PHED/THEA 251 Dance History (3 credits)**

This course will offer an examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film, as well as performance of dances in historical styles. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments.

## **PHED 252 Water Safety Instructor (3 credits)**

*Prerequisite: Red Cross Level VI of the Learn to Swim program or comparable skill level of proficiency as determined by a pre-course swimming and written screening test*

Instruction in pedagogy and methodology for teaching Red Cross progressive swimming classes and Community Water Safety. Successful completion of course requirements will earn Red Cross Certification in Instructor Candidate Training and Water Safety Instructor.

## **PHED 254 Water Polo (1 credit)**

Includes basic movements, skills and maneuvers of the sport of water polo with emphasis on offensive and defensive fundamentals and strategies, practical drills, rules and regulations.

## **PHED/THEA 255 Creative Dance I (3 credits)**

This course will investigate the theory of dance through participation, composition, lecture, discussion and film. Students will learn about the elements of space, time, force, movement and style. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. (CFPA)

## **PHED/THEA 256 Creative Dance II (3 credits)**

*Prerequisite: PHED/THEA 255*

The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. *Spring semester*

## **PHED 257 Movement and Relaxation – Theory, Practice and Performance (1 credit)**

This course will introduce students to the theory, practice and performance of yoga, relaxation procedures and basic movements related to daily activities.

## **PHED/THEA 259 Dance Repertory (1 credit)**

Students will be taught a major choreographic work by faculty and/or guest artists. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. *Spring semester*

## **PHED/THEA 260 World Dance (3 credits)**

An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. (CFPA, CGCL)

## **PHED 268 Ballroom Dance II – Theory, Practice and Performance (1 credit)**

*Prerequisite: PHED 168 or consent of instructor*

This course will be a continuation of the theory, practice and performance of ballroom dance. Intermediate theory, practice and performance of the swing, tango, cha cha, waltz, fox trot and selected Latin dances will be covered.

## **PHED 271 Theory and Practice of Tap Dance (2 credits)**

*Prerequisite: Dance experience. Students may self-select.*

This course will offer intermediate-level work in the technique and performance of tap dance. It will also provide a historical overview of tap dance and some of its most influential artists, so that students gain an understanding of the origins of tap dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required, including reading and writing assignments and critiques of video and live performances. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

## **PHED 276 Badminton II – Intermediate (1 credit)**

*Prerequisite: PHED 176 or comparable experience*

A follow-up of Badminton I with emphasis on advanced skills, singles and doubles play, and game strategy.

## **PHED 278 Bicycle Touring (1 credit)**

An understanding and appreciation for the sport of cycling through the application of body mechanics, cycling techniques, knowledge of multigear bikes and the many aspects of touring. Students must have a bike.

## **PHED 280 New Games (1 credit)**

This course is designed to introduce the philosophy of new games and develop a repertoire of non-competitive, cooperative and collaborative games suitable for a variety of age groups. The students will experience the psychomotor and affective components embodied in the new games concept.

## **PHED 281 Theory and Practice of Educational Dance (2 credits)**

This course will involve students in creative/expressive dance using Laban's Movement Framework as a basis for content. Knowledge of this content will give students a foundation for dance teaching in all settings. Additionally, students will have an opportunity to choreograph dance sequences both individually and in small groups. The intent is for both the non-dancer and the trained dancer to be comfortable in the creative environment. *Offered fall semester*

## **PHED 282 Theory and Practice of Games (2 credits)**

This course is an introduction to games with emphasis on analysis across the games classification (net/wall, invasion, target, striking/fielding games). Game playing experiences will focus on content development for all learners.

*†May be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## **PHED 283 Theory and Practice of Gymnastics (2 credits)**

This course will introduce students to the theory and practice of gymnastics, with an emphasis on developmentally appropriate practices. Gymnastics experiences will focus on content development for all learners.

## **PHED 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquia in physical education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *PHED 286 fall semester, PHED 287 spring semester*

## **PHED 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PHED 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

*tMay be taken for graduate-level credit*

## **PHED 315 Teaching Team and Individual Sports (4 credits)**

*Prerequisite: PHED 212 and admission to the Professional Education Program*

Methodologies, teaching strategies, materials and media for introducing, developing and evaluating skills and knowledge of selected team and individual sports. *Fall semester*

## **PHED 318 Socio-Cultural Foundations of Sport (3 credits)**

This course provides an introduction to the study of sport as a social institution and an element of culture. Major topics include the roles of sport in society, the relationship of sport to other social institutions and variations in sport across cultures. (CWRM)

## **PHED 324 Physical and Motor Development of Individuals with Disabilities (3 credits)**

*Prerequisite: PHED 217*

This course addresses the etiology, treatment, developmental sequence and functional abilities of disabled and handicapped populations. The course also emphasizes concepts of physical fitness, motor and physical skill development, concepts related to competitive and cooperative social interaction as well as the constructive use of leisure. Topics presented will include the visually impaired, blind, mentally retarded, cerebral palsy, spina bifida, muscular dystrophy and postural disorders. The diagnostic prescriptive process will be stressed along with the latest screening and assessment instruments and techniques.

## **PHED 325 Methods and Techniques in Coaching Individual Sports (1 credit)**

A brief theoretical study of individual sports, offensive and defensive fundamentals and strategies and responsibilities regarding administration of practice and performance.

## **PHED 326 Teaching Physical Education to Children (3 credits)**

*Prerequisite: PHED 205 and PHED 225 and admission to the Professional Education Program*

A study of the movement approach to teaching physical education to children with emphasis on developing content and methodology. Students will engage in pre-practicum experience with children in an on-campus setting focusing on developing, analyzing and improving teaching behavior and developing teaching materials. *Fall semester*

## **PHED 329 Teaching and Curriculum Development in the Middle and Junior High School (3 credits)**

*Prerequisite: PHED 212 or PHED 225; and PHED 217; and PHED 385 or PHED 210; and admission to the Professional Education Program*

This course will focus on teaching and curriculum development for physical education in the middle and junior high school. Emphasis will be placed on important trends in our society and an understanding of what physical education can and should mean to the education of transadolescents. Teaching concepts as well as equity issues, comprehensive curriculum planning and evaluation will be studied. *Fall semester*



## **PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education (6 credits)**

*Prerequisite: PHED 315 or PHED 326*

Designed to develop teaching competencies related to the planning, implementation and evaluation aspects of instructional programs in physical education. Course will include current research on effective teaching, peer teaching and videotape analysis of teacher and student behavior. *Spring semester (Formerly PHED 313)*

## **PHED/THEA 353 Creative Dance for Children (3 credits)**

*Prerequisite: PHED 281 or consent of instructor*

The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

## **PHED 354 Introduction to Snorkeling and Scuba Diving (1 credit)**

*Prerequisite: Intermediate swimming or comparable skill proficiency, successful completion of a swimming proficiency screening test*

This course will cover fundamental skills, use of equipment, and safety in snorkeling and scuba diving. Students must pass a swimming proficiency pre-test during the first class to continue in the class. *Offered spring semester only*

## **PHED 356 Canoeing I (1 credit)**

Instruction in fundamental skills of canoeing and small craft safety techniques.

## **PHED/THEA 357 Dance Production Theory (2 credits)**

*Prerequisite: PHED/THEA 255 and PHED/THEA 256; or consent of instructor*

This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance will result in a plan for a dance piece. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. *Fall semester*

## **PHED/THEA 358 Dance Production Techniques (1 credit)**

This course is an extension of PHED/THEA 357 Dance Production Theory and provides an opportunity for students to set a choreographed work for dancers and to rehearse it for presentation. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Theater and Dance Departments. *Spring semester*

## **PHED/WMST 365 Women in Sports (3 credits)**

*Prerequisite: Three core curriculum requirement credits in behavioral science*

This course investigates the sport-women relationship from a physiological, historical and socio-cultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

## **PHED 366 Planning, Implementing and Evaluating Sport Management (3 credits)**

*Prerequisite: PHED 239 or consent of instructor*

This course provides students with skills needed to plan, implement and evaluate programs in sport and recreation settings as varied as elementary schools, community centers or university campuses. Emphasis will be placed on program development and the professional development and the professional and administrative duties of an entry-level sport management professional in positions such as intramural director, facility manager and recreation agency coordinator.

## **PHED 380 The Psychology of Sport and Physical Performance (3 credits)**

*Prerequisite: PSYC 100 and PHED 217; or consent of instructor*

An overview of how psychological factors affect sport and physical performance.

## **PHED 385 Biomechanics (3 credits)**

*Prerequisite: PHED 100 and a Foundations of Mathematical Reasoning core curriculum requirement*

Introduces the student to the concepts and principles of biomechanics as they relate to sport and recreational skills. Two hours lecture and two hours laboratory weekly.

## **PHED 397 Children's Physical Developmental Practicum (2 credits)**

*Prerequisite: Consent of instructor*

The course affords students serving as clinicians in the Children's Developmental Clinic the challenging opportunity to assess a child's development level and design an individual activity program to ameliorate psychomotor and social deficiencies. More specifically, students will learn strategies for teaching children with disabilities, techniques for developing terminal goals and behavioral objectives, and methods for writing anecdotal records as well as writing and orally presenting a clinical report that summarizes a child's progress over the course of a semester. This course is open to all majors and may be repeated with consent of the instructor. Graded on a (P) Pass/(N) No Pass basis.

## **PHED 400 Physiology and Techniques of Strength Fitness (3 credits†)**

*Prerequisite: PHED 204, taken previously or concurrently*

To provide students with a knowledge of the effects of heavy-resistance exercise training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength conditioning programs, body building, Olympic lifting, power lifting, circuit training, variable resistance, isotonic, isokinetic and isometric resistance training.

## **PHED 401 Physiology of Exercise (4 credits†)**

This course includes the study of systems, their interrelationships and adjustments during exercise and as a result of training. Emphasis is on current research findings and what remains to be discovered in a human as a moving being. Three hours of lecture and one two-hour laboratory period weekly.



---

## **PHED 402 Exercise Metabolism (3 creditst)**

*Prerequisite: PHED 401 or equivalent*

An in-depth study of human physiological principles as applied to exercise, sport activity and research. Special emphasis is on neurological control, exercise in relation to cardiovascular disease, and factors affecting performance.

---

## **PHED 403 Cardiovascular Analysis, Evaluation, and Rehabilitation (3 creditst)**

*Prerequisite: PHED 401 or equivalent*

This course includes an examination of cardiovascular dynamics as studied through anatomy, electrophysiology, rehabilitation, and the pathology of the cardiovascular system. Specific emphases will be placed on the analysis of the cardiovascular system through the ECG, cardiac rehabilitation, and basic cardiac pharmacology. *Fall semester*

---

## **PHED 404 Exercise Prescription (3 creditst)**

This course focuses on the development of individual prescriptive exercise programming with respect to individual contraindications. Environmental conditions along with intensity, duration and frequency of physical activity will be studied in order to develop programs. *Summer sessions*

---

## **PHED 405 Exercise Circulation: Mechanisms and Morphology (3 creditst)**

*Prerequisite: PHED 401*

This course provides students with a knowledge and understanding of the acute and chronic effects of exercise on the peripheral and central circulatory systems. It deals with exercise-related cardiovascular dynamics, effects of frequently used medications and growth responses induced by regular exercise as well as abnormal physiological responses to exercise.

---

## **PHED 406 Personal Fitness Training (3 creditst)**

*Prerequisite: PHED 401; Athletic Training and Physical Education majors only*

This course will teach the exercise science student to train sedentary adults, as well as adults within special health populations. The aspects of developing safe, profitable, and legal personal training practices will be explored. Students will have the opportunity to train a client and will have the opportunity to sit for a National Advanced Personal Training Certification.

---

## **PHED 409 Planning, Implementing and Evaluating Fitness Programs (3 creditst)**

This course provides students with skills needed to develop, implement and evaluate programs in fitness and rehabilitative exercise centers. Emphasis will be placed on program development, on providing instruction to individuals and groups and on administrative tasks expected of the entry-level fitness professional.

---

## **PHED 414 Coaching (3 credits)**

The application of teaching and learning principles as related to the player, team, coach and the athletic program. Areas to be included will be psychology and philosophy of coaching, organization and administration of the program, coaching techniques, conditioning and evaluative procedures. *Offered once a year*

---

## **PHED 416 Planning and Implementing Coaching Leadership Strategies (3 credits)**

*Prerequisite: PHED 217 and PHED 414*

Designed to enhance leadership and instructional competencies in the coaching profession, this course will stress the principles and practices of effective coaching including peer feedback, analysis of coach (role-playing) and athlete (peer) behavior, and utilization of motivational techniques to enhance skill development. *Offered once a year*

---

## **PHED 420 Advanced Philosophy and Principles of Sports Management (3 credits)**

*Prerequisite: PHED 239 and PHED 366; or consent of instructor*

This course will address the philosophy and principles of the profession of sport management. Professional ethics, legal issues and the philosophies of management models will be considered. Students will gain an understanding of the importance of philosophic inquiry to the study of physical activity. Students will be challenged to develop their own philosophy of professional practice.

---

## **PHED 440 Scientific Basis of Coaching (3 credits)**

The course will examine the nutritional principles applied when instructing individual and team fitness activities and sports.

---

## **PHED 451 Prosthetics and Orthotics (3 creditst)**

This course presents principles and techniques of using ambulatory aids, prosthetics, orthotics and wheelchairs for mobility, motor development, leisure activity and sport. Emphasis will be on skill adaptations and program planning for individuals with neuromuscular disease, spinal cord injury and amputation. Course includes clinical observation and laboratory experiences.

---

## **PHED 481 Organization and Administration of Athletics (3 credits)**

Course content will include the history of sport management; athletics policies and regulations on the local, state and national levels; administrative plans; contest management; marketing strategies; legal principles; sport ethics; media relations; sport broadcasting; finance and budget; athletic facilities; scheduling; public relations; intramural and recreational sports; trends in scholastic, collegiate, international and professional sport; and growth in the health and fitness industry.

---

## **PHED 484 Physical Education for Children and Youth with Disabilities (3 creditst)**

The planning and development of physical education programs considered appropriate to the needs, interests and abilities of exceptional children and youth. Emphasis will be placed on the contribution that physical education can make to the education and well-being of the physically, mentally and emotionally handicapped.



## **PHED 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **PHED 491 Field-Based Pre-Practicum (5-12) – Physical Education (2 credits)**

*Prerequisite: PHED 335*

Designed to provide the student with field-based teaching experiences in selected settings. Students may register for PHED 491-492 while concurrently registered in PHED 335. *One quarter, either semester*

## **PHED 492 Practicum in Student Teaching (5-12) – Physical Education (12 credits)**

*Prerequisite: Acceptance into the Professional Education Program and PHED 491*

Full-time teaching for one semester with supervision provided by members of the department faculty. Students may register for PHED 491-492 while concurrently registered in PHED 335.

## **PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions (3 credits†)**

*Prerequisite: Undergraduate: PHED 217 and PHED 324; graduate: PHED 484 and PHED 508; or consent of instructor*

Included is the study of nutritional disturbances, emotionally disturbed, socially maladjusted, disadvantaged, and chronic medical problems. A culmination of professional experiences to include a study of perceptual motor programs, behavior modification, advanced techniques of motor assessment and grantsmanship. The role of the adapted physical educator as a resource and itinerant teacher will be presented. *Offered fall semester*

## **PHED 495 Field-Based Pre-Practicum (PreK-8) – Physical Education (2 credits)**

*Prerequisite: PHED 335*

Designed to provide the student with field-based teaching experiences in selected settings. *One quarter, either semester*

## **PHED 496 Practicum in Student Teaching (PreK-8) – Physical Education (12 credits)**

*Prerequisite: Acceptance into the Professional Education Program and PHED 491*

Full-time teaching for one semester with supervision provided by members of the department faculty.

## **PHED 497 Seminar in the Children's Physical Development Clinic (3 credits†)**

*Prerequisite: A minimum of one year's experience in the Children's Physical Developmental Clinic and consent of instructor*

The Children's Physical Developmental Clinic (CPDC) is an interdisciplinary community service program designed to enhance the physical, motor and social development of disabled children and adults 18 months through 21 years. This course affords veteran student clinicians the challenge of assisting with program development, administration and evaluation of the CPDC as well as the training and supervision of less-experienced clinicians. The course is open to all majors and may be repeated once for credit with the consent of the instructor.

## **PHED 498 Field Experience in Physical Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

A field experience offers qualified students the opportunity to gain practical experience in their major. Placements are made in both public and private agencies and are designed to complement a student's concentration in his/her major.

## **PHED 499 Directed Study in Physical Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **PHED 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **PHED 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **PHED 504 Nutrition for Sports, Exercise and Weight Control (3 credits)**

This course will provide a thorough review of nutritional principles and practices essential for exercise and optimal performance in sports. Also stressed are principles and strategies for maintaining, gaining or losing weight.

## **PHED 506 Philosophy and Principles of Physical Education (3 credits)**

*Prerequisite: six credits in physical education*

Philosophical inquiry into the discipline of physical education including a study of trends and forces in education as they affect the field.



## **PHED 507 Children and Their Movement Behaviors (3 credits)**

*Prerequisite: 12 credits in physical education or consent of instructor*

Current concepts and trends related to movement experiences of children with emphasis on developmental movement, and learning.

## **PHED 508 Motor Learning (3 credits)**

*Prerequisite: three credits in psychology*

Integration of biological and psychological concepts in the acquisition of motor skills including environmental conditions, developmental factors and learning theories.

## **PHED/ATTR 511 Research Methods in Physical Education (3 credits)**

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis.

*Fall semester only*

## **PHED 513 Educational Games for Elementary and Middle School Level (3 credits)**

A comprehensive study of the movement approach to educational games with emphasis on analysis of games. Progression utilizing thematic approach and curriculum development will also be presented.

## **PHED 514 Improving Teaching Effectiveness in Physical Education (3 credits)**

*Prerequisite: PHED 335 or equivalent*

The course will focus on research pertaining to teacher and school effectiveness and implications for teaching physical education. Formats through which teachers can gather data for use in self-analysis and improvement of instruction will be examined. Equity issues and the need of a multicultural society will also be discussed.

## **PHED 515 Advances in Exercise Circulation (3 credits)**

*Prerequisite: PHED 401*

This course provides students with a knowledge and understanding of current theories explaining the responses of the circulation to acute and chronic exercise. It considers translocations of fluids and fluid constituents within the vascular systems and among various body compartments. It also considers potential growth responses and abnormal responses. *Alternate years*

## **PHED 516 Exercise Electrocardiography (3 credits)**

This course focuses on the basic electrophysiology of the heart and the intricate electrical responses of the hearts of healthy and unhealthy individuals to exercise. Its fundamental emphases are thus exact descriptions of ECG variations, mechanisms underlying these variations and factors influencing cardiac electrophysiology.

## **PHED 517 Experimental Processes in Physical Education (3 credits)**

This course will develop quantitative competencies required to conduct and understand experimental research typically occurring in physical education. It thus concerns basic measurement theory, probability, description and inference. *Alternate years*

## **PHED 518 Advances in Exercise Metabolism (3 credits)**

*Prerequisite: PHED 401 or consent of instructor*

Students will study advanced topics concerned with bioenergetics during exercise. It will focus on acute and chronic responses to exercise from various perspectives. Among topics covered will be cardiovascular/ventilatory coupling, chemomechanical coupling, anaerobic threshold, substrate utilization, electrolyte imbalance, oxygen use and hormonal controls of metabolisms. *Alternate years*

## **PHED 519 Advances in Exercise Prescription (3 credits)**

*Prerequisite: PHED 401 or consent of instructor*

This course is concerned with special circumstances, which dictate that one must adjust either the exercise testing or prescription for an individual. It is thus focused on descriptions of special situations, testing and prescription for those situations. Other special cases considered will be gender, children, aging, environment, arthritis, diabetes, obesity, heart disease, low fitness, high fitness, respiratory disorders and hypertension. *Summer only*

## **PHED 520 Health Fitness Program Planning and Management (3 credits)**

*Prerequisite: At least one course in exercise physiology or consent of instructor*

Designed to address strategies essential to the development of successful exercise and health fitness programs. Emphasis will be placed on program development, motivational techniques and administrative considerations.

## **PHED 523 Strength and Conditioning Laboratory (3 credits)**

*Prerequisite: PHED 204 and PHED 400 and PHED 401; or consent of instructor*

This course consists of a study in the procedures used to train and coach athletes to enhance their musculoskeletal fitness through strength and conditioning. Specific emphasis will be placed on power lifting, Olympic style lifting, dynamic flexibility, plyometrics, agility training, and sports specific training. Lecture, laboratory and out-of-class observation and field work time will be conducted weekly over the entire semester. *Spring semester*

## **PHED 526 Sport Law (3 credits)**

This course will give the sports professional an understanding of the legal system as a whole and the unique legal problems and responsibility faced in managing a sports activity. The sports professional will be educated to identify potential legal liability, to avoid unnecessary legal risks and to minimize legal loss exposure.



## **PHED 530 The Motor Domain: Implications for Chronic Disabilities (3 credits)**

*Prerequisite: PHED 324 or equivalent*

An in-depth study of etiologies, classifications and functional motor abilities of chronic medical conditions will be presented. Topics will include asthma, cystic fibrosis, epilepsy, cancer, obesity, diabetes, arthritis, multiple sclerosis and muscular dystrophy. The course will also emphasize unique physiological, psychological and biochemical characteristics pertaining to motor development, sport and leisure.

## **PHED 531 Motor Performance Adaptations for Moderate and Severe Disabilities (3 credits)**

This course addresses the etiologies, prevalence, characteristics and functional motor abilities of moderate and severe disabilities. Attention is given to an overview of moderate and severe populations, spinal cord injured and amputees. The course will also address such related topics as bloodborn pathogens, screening and assessment methods, related professional services, leisure placement strategies, due process, advocacy and legal considerations.

## **PHED 533 Applications of Exercise Physiology (2 credits)**

*Prerequisite: PHED 401*

Emphasis will be placed on the strategies utilized to develop physiological capacities, underlying motor skills, as well as the physiological variations induced by these stimuli. The course will necessarily concern cardiovascular endurance, strength, muscular endurance, flexibility and body composition from the perspective of physiology.

## **PHED 543 Foundations of Resistance Training (3 credits)**

This course will provide students with knowledge of the effects of various heavy resistance training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength-conditioning programs, body building, Olympic lifting, power lifting, circuit training, isotonic and isometric resistance training.

## **PHED 544 Applied Laboratory Techniques in Exercise Science (3 credits)**

Students will utilize a number of laboratory techniques to assess fitness capabilities and health status of normal subjects. Focus will be on standardization of procedures and collection of reliable and valid data. An additional concern will be clear representation and interpretation of classical techniques used to routinely assess physical fitness in the laboratory. *Summer only*

## **PHED 545 Physical Conditioning and Training in Sports and Exercise (3 credits)**

*Prerequisite: An introductory course in exercise physiology or consent of instructor*

This course is designed to provide the sport practitioner, e.g., the coach, athlete, team trainer, and physical educator, with a

basic understanding of the physiologic principles underlying the physical conditioning process. Methods of planning, implementing and evaluating training programs will be the main focus of attention.

## **PHED 546/ATTR 548 Applied Biomechanics and Movement Analysis (3 credits)**

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Fall semester, alternate years*

## **PHED 560 Adventure-Based Physical Education (3 credits)**

*Prerequisite: Matriculation in the MS in Physical Education program or consent of instructor*

This course is designed for those who are new to adventure education and who work in a setting where the group process and debriefing are important. Some of the techniques to enhance group process are the following: goal setting, reflection, decision making and debriefing. The curriculum will include adventure basics, philosophy and theory, including challenge by choice and the full-value contract, ground activities, low elements and high elements. Participants should be in relatively good health and able to perform moderate physical activity.

## **PHED 571 Psychological and Social Issues in Sport (3 credits)**

This course will focus on advanced sociological and psychological study of sport. Students will consider timely issues in sport from a sociological perspective and consider how these issues affect professionals working in sport and physical activity. Students will learn how principles in applied sport psychology can enhance teaching, learning and performance in sport. Potential topics include cheating, the use of performance-enhancing drugs, burn-out, motivation, media images, and Title IX.

## **PHED 581 Selected Topics in Physical Education (1-3 credits)**

*Prerequisite: Course prerequisite may be specified depending on the nature of the topic*

Special topics of current relevance in physical education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of adviser.

## **PHED 595 Internship in Physical Education (3-6 credits)**

*Prerequisite: 12 graduate credits in physical education and consent of adviser*

An internship offers qualified students the opportunity to gain substantial practical experience within their major. Placements are designed to complement a student's program concentration.

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## Other Approved Courses

- PHED 139 Theory and Practice of Dance Fundamentals
- PHED 154 Ballet
- PHED 158 Dance for Games and Sport – Theory, Practice and Performance
- PHED 162 Creative Modern Dance I
- PHED 182 Ski Touring
- PHED 196 Fencing I – Beginner
- PHED 202 Orienteering
- PHED 233 Basketball II – Intermediate
- PHED/INTD 236 Games and Sport of Artic People
- PHED 243 Ballet II
- PHED 253 Jazz Dance II
- PHED 258 Modern Dance Technique
- PHED 262 Modern Dance Technique II
- PHED 265 Tap Dance II
- PHED 270 Bowling II – Intermediate
- PHED 274 Tennis II – Intermediate
- PHED 327 Methods and Techniques in Coaching Team Sports
- PHED 345 Sport and Physical Education in East Asian Cultures
- PHED 346 Sport and Culture in India
- PHED 350 Advanced Swimming
- PHED 361 Officiating Individual Sports
- PHED 362 Officiating Team Sports
- PHED 439 Analysis and Application of Teacher Behavior
- PHED 465 Theory and Development of Play
- PHED 470 Sociology of Sport
- PHED 471 Psycho/Social Aspects of Sports
- PHED 487 Psychological Aspects of Coaching
- PHED 505 Principles and Techniques of Supervising Student Teachers in Physical Education
- PHED 510 Concepts of Curriculum Development
- PHED 512 Administration of Physical Education
- PHED 533 Applications of Exercise Physiology

## PHILOSOPHY (PHIL)

Only one three credit course from the following may be taken for credit:

- PHIL 101 Reasoning and Value
- PHIL 102 Reasoning and Human Nature
- PHIL 103 Reasoning and Politics
- PHIL 104 Reasoning and Religion
- PHIL 105 Reasoning and Science
- PHIL 111 Foundations of Logical Reasoning

### PHIL 111 Foundations of Logical Reasoning (3 credits)

This course introduces the student to the intellectual foundations, conceptual frameworks and methodologies of logic. It examines the distinctions between arguments and nonarguments, premises and conclusions, deductive and inductive arguments, explicit and implicit premises, and key valid and invalid argument forms. It explores the kinds of reasons that are relevant to major foundational projects for acquisition and increase of knowledge, the function of logic in the context of theories about meaning, knowledge, values or reality, and how to apply logical reasoning to controversies in ethics, politics, science or religion. (CLOR)

*tMay be taken for graduate-level credit*

### PHIL 135-136 Freshman Honors Colloquium (1 credit each semester)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *PHIL 135 fall semester, PHIL 136 spring semester*

### PHIL 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### PHIL 203 Happiness and the Meaning of Life (3 credits)

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course provides a framework for thinking about happiness and life's meaning by considering such questions as: What is happiness and how can it be attained? Is happiness the main, or only, goal in living a good life? Does life have a meaning? Is living morally a condition of having a good life? How are happiness and life's meaning affected by emotion, desire, reason, pleasure, suffering and death? *Offered alternate years (CHUM)*

### PHIL 204 Sex and Personal Relations (3 credits)

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course examines central topics in the philosophy of sex including questions such as: What is the philosophical significance of sex? Can we justify the distinction between good and bad sex? Moral and immoral sex? Normal and perverted sex? Is the language of sex sexist? What is love and how is it related to reason and emotion? Can friendship be distinguished from love? Does prostitution or pornography degrade persons? *Offered alternate years*

### PHIL 205 Medical Ethics (3 credits)

*Prerequisite: One 100-level course in philosophy*  
This course explores issues of life and death including questions such as: Is abortion ever justified? Is euthanasia ever justified? Does the patient ever have the right to refuse life-saving treatment? Does a doctor have the right to withhold information from



patients? Do the parents or society have the right to determine what is the best treatment, if any, for a child? Is suicide ever justifiable? On what basis should limited medical resources be allocated? *Offered alternate years* (CHUM)

## **PHIL 212 Philosophies of India (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines some of the central ideas and issues found in past and contemporary Vedanta, Yoga, and Buddhism, especially as they illuminate Asian/Western misunderstanding and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years* (CGCL; CHUM; CMCL; CWRT)

## **PHIL 213 Philosophies of China and Japan (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines some of the central ideas and issues found in past and contemporary Confucianism, Taoism, Buddhism and Shintoism, especially as they illuminate Asian/Western misunderstandings and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years* (CGCL; CHUM; CWRT)

## **PHIL 215 Environmental Ethics (3 credits)**

*Prerequisite: Three credits in philosophy*

What is the basis of distinctions between human and animal, culture and nature, domestic and wild, civilized and primitive, the ethical and the natural? This course will examine these issues by pursuing questions such as: Does the value of nature consist entirely in how it can be used by humans? Do animals exert a moral claim on humans? Does wilderness have value in itself? Is there an obligation to use natural resources for human welfare? Are famine, population growth and pollution merely economic issues of resource distribution? *Offered alternate years* (CHUM)

## **PHIL 216 Values and Technology (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

The development and application of modern technology have influenced human choices, self-understanding, and social organization. This course will examine the value implications of controversies such as reproductive technologies and choice, censorship and privacy on the Internet, DNA research and its applications, advertising in the classroom, and monopoly control of communication technologies. *Offered alternate years* (CHUM)

## **PHIL 222 Philosophy of Law (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines law and justice, the structure of legal reasoning, the nature and justification of the adversary system, lawyers' roles and ethics and questions such as: Should confidentiality, zealous advocacy, plea bargaining or the insanity defense be abolished? Is punishment morally defensible? What is the basis for legal interference with individual liberty? Do lawyers have an obligation to defend clients they find repulsive? *Offered alternate years* (Formerly PHIL 322) (CHUM; CWRT)

## **PHIL 225 Philosophy of Art (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines philosophical questions arising in connection with the identification, interpretation and evaluation of art and its creation and questions such as: What is art? Is there a valid way to distinguish art from non-art and good art from bad art? Are there ways to establish the meaning of a work of art, or is all interpretation subjective? Do artists have moral responsibilities as artists? Should the government subsidize art? *Offered alternate years* (Formerly PHIL 325) (CHUM; CWRT)

## **PHIL 228 Philosophy of Religion (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course critically examines the nature and justification of religious claims, including discussion of: What are the grounds for belief or disbelief in God's existence? Is religious discourse meaningful? Do faith and reason conflict? Is belief in immortality intelligible and/or defensible? Is religious knowledge possible? Are revelation and religious experience reliable sources of truth? Is it rational to believe in miracles? Is atheism a religion? *Offered alternate years* (Formerly PHIL 328) (CHUM; CWRT)

## **PHIL 229 Explaining the Paranormal (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

An application of ideas about personal experience, problem solving, evidence, observation, testimony, theory-acceptance, and proof to claims about paranormal phenomena including ESP, near-death experiences, UFO abductions, psychic forecasting, miracle cures, and reincarnation. The course considers the extent and limits of our ability to explain such phenomena as well as the arguments of those who are skeptical about the paranormal. *Offered alternate years* (CHUM)

## **PHIL 231 Amoralism, Egoism, and Altruism (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course discusses amoralism, egoism, and altruism as alternative life plans, raising such questions as: What is self-interest? Is being an egoist compatible with bonds of trust, friendship and love? Can we ever be true altruists? Is morality more rational than immorality? Are our ultimate life plans and commitments defensible? Why be moral? *Offered alternate years* (Formerly PHIL 330) (CHUM; CWRT)

## **PHIL 232 Philosophy and Feminist Thought (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*

This course examines issues in contemporary feminist thought as they have emerged from Western philosophy, such as: Are there distinctively feminist accounts of human nature, society and persons? Do interpretations of rationality, thought and experience reflect gender experiences? Do positions on moral issues reflect gender differences? Do feminist theories of gender, culture and power have social and political applications? Is feminism anti-male? *Offered alternate years* (Formerly PHIL 332) (CHUM; CMCL)



## **PHIL 234 Free Will, Determinism, and Responsibility (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course examines main topics and problems in the philosophy of action and agency, including: What is free will and do we have it? Are our motives, desires, and intentions determined? When, if at all, are we responsible for what we do? What implications does free will (or its absence) have for autonomy and legal liability, as in the insanity defense? *Offered alternate years (Formerly PHIL 334) (CHUM; CWRT)*

## **PHIL 235 Human Rights and Human Liberties (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course explores different theories of the grounding, nature, and scope of rights and liberties, such as: What does it mean to call something a "human right"? How should we understand liberty? Are there different conceptions of liberty underlying different political theories? Other topics include such things as the relation between rights and responsibility, the relation between a theory of morality and a system of legal rights, and the possible conflicts between liberty and community. (CHUM)

## **PHIL 242 Philosophy of Human Nature (3 credits)**

*Prerequisite: One 100-level course in philosophy*  
This course will be a study of ancient and modern theories of human nature. We will investigate topics such as freedom and determinism, good and evil, race and gender, mind and consciousness, and society and politics. Each of these topics will be considered as a possible aspect of human nature, in pursuit of the notion of a human self. (CHUM)

## **PHIL 248 Buddha, Socrates, Jesus (3 credits)**

*Prerequisite: One 100-level course in philosophy*  
Each of these major paradigms of human possibility – Buddha, Socrates, Jesus – represents a markedly different tradition – respectively, Indian, Greek, Jewish; a different understanding of religiosity – atheistic, agnostic, theistic; a different mode of religious practice – meditation, inquiry, fideism; a different hope for human possibility – release, understanding, salvation; and myriad interpretations by critics and followers alike of what their respective lives meant and mean. Students will be expected to discern and address the philosophical issues that arise out of these figures and develop in response their own considered views. *Offered alternate years (CHUM; CGCL; CWRT)*

## **PHIL 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor; and one 100-level, three-credit course in philosophy; and consent of instructor*  
Sophomore Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *PHIL 286 fall semester, PHIL 287 spring semester*

## **PHIL 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_299 is taken for credit.*  
Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PHIL 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_\_298 is taken for credit.*  
Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PHIL 301 Plato and Aristotle (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course examines selected works of Plato and Aristotle on such issues as the nature of philosophy, the method of inquiry, the ground and possibility of knowledge, the reality of form and psyche, deliberation and human good and the ideal society. *Offered alternate years (CGCL; CHUM; CWRT)*

## **PHIL 302 Medieval Philosophy (3 credits)**

*Prerequisite: One 100-level, three-credit course in philosophy*  
This course examines selected works of influential thinkers of the middle ages on such problems as the nature of the divine, universals and particulars, the nature of knowledge and truth, faith and reason, morality and society. The Arabic tradition and its relation to the Christian and Jewish traditions will be discussed. *Offered alternate years*

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **PHIL 303 Major Modern Philosophers (3 credits)**

*Prerequisite:* One 100-level, three-credit course in philosophy

This course examines selected works of the more prominent philosophers of the 17<sup>th</sup> and 18<sup>th</sup> centuries, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. It explores their metaphysical and epistemological views, as well as the systematic approaches they take to solving some difficult philosophical puzzles. (CGCL; CHUM; CWRT)

## **PHIL 310 Symbolic Logic (3 credits)**

*Prerequisite:* One 100-level, three-credit course in philosophy

This course explores the ideas and techniques of symbolic logic that are of use in understanding, developing and appraising natural deductive arguments. *Offered alternate years*

## **PHIL 320 Topics in Philosophy (3 credits)**

*Prerequisite:* One 100-level, three-credit course in philosophy

This course offers various topics of special interest to philosophers, including topics in the history, problems, and methods of philosophy. The course will be offered from time to time and may be taken for credit more than once with change of topic. (CHUM; CWRT)

## **PHIL 402 Knowledge and Truth (3 credits†)**

*Prerequisite:* One 100-level, three-credit course in philosophy

*Note:* May be taken for graduate-level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning knowledge, belief, skepticism, justification, objectivity, relativism and truth. Questions include: Can we have knowledge? Does knowledge entail certainty? Are there sources of knowledge that transcend the senses? Are we justified in believing that there is an external world? Is there one objective reality or many alternative realities? What is truth? Is truth relative? *Offered alternate years* (CHUM; CWRT)

## **PHIL 403 Ethics and Action (3 credits†)**

*Prerequisite:* One 100-level, three-credit course in philosophy

*Note:* May be taken for graduate-level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning moral reasons, knowledge, character, motivation, justification, judgments, and action. Questions include: Can we have moral knowledge? If so, in what does it consist? Are moral disagreements capable of rational resolution? What does it mean to be moral? Are there morally preferable ideals, qualities of character, and ways of life? Are there moral facts or truths independent of human desires, preferences, and agreements? (CHUM; CWRT)

## **PHIL 404 Mind and Language (3 credits†)**

*Prerequisite:* One 100-level, three-credit course in philosophy

*Note:* May be taken for graduate-level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning mind, consciousness, emo-

tion, personal identity, meaning, privacy, causality and behavior. Questions include: What is the mind? What is the relationship between mind and body? Can reasons, emotions, and motives cause behavior? What is consciousness? Can we have knowledge of the mental states of others? Can there be an exclusively private language for our own feelings? Will there ever be a machine that can think and feel? Do animals have minds and language? Is language innate? (CHUM; CWRT)

## **PHIL 450 Senior Seminar in Philosophy (3 credits)**

*Prerequisite:* Senior standing in any major and four courses in philosophy; or consent of instructor

This course will integrate the students' previous studies in philosophy with their present work, culminating in a three-part reflective essay on their philosophical progress in the areas of history of philosophy, philosophical problems, and applications of philosophy to other disciplines. Students and philosophy faculty will engage in discussions based on selected readings and research presentations by the faculty in various areas of philosophy. *Spring semester* (CWRM)

## **PHIL 485 Honors Thesis (3 credits)**

*Prerequisite:* Open to Commonwealth and Departmental Honors students; one 100-level, three-credit course in philosophy

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

## **PHIL 499 Directed Study in Philosophy (1-3 credits)**

*Prerequisite:* Consent of the department; formal application required

This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **Other Approved Courses**

- PHIL 101 Reasoning and Value
- PHIL 102 Reasoning and Human Nature
- PHIL 103 Reasoning and Politics
- PHIL 104 Reasoning and Religion
- PHIL 105 Reasoning and Science
- PHIL 201 Rational Thinking
- PHIL 207 Philosophy of Education
- PHIL 210 Liberation Ethics
- PHIL 305 American Philosophy
- PHIL 338 Honors Tutorial
- PHIL 339 Honors Tutorial
- PHIL 502 Research
- PHIL 503 Directed Study

†May be taken for graduate-level credit



## PHYSICAL SCIENCE (PHSC)

### PHSC 501 Problem Solving in Physical Science (3 credits)

This is the introductory course for the MAT in Physical Science Program. This course uses a content-rich, problem-based approach. The course will introduce the process and culture of teaching physical science. This course will weave the Curriculum Frameworks and MCAS expectations with instructional strategies. Students will be introduced to resources for teaching physical science.

### PHSC 590 Integrated Physical Science (3 credits)

*Prerequisite: PHSC 501 and 12 credits in electives from MAT in Physical Science*

This is the capstone course for the MAT in Physical Science Program. The course will continue and refine the process and culture of teaching physical science. This course uses a content-rich, problem-based integrated science approach. The course will allow students to bring together their content mastery in science with the pedagogy developed in their education courses and develop ways to put them into practice.

## PHYSICS (PHYS)

### PHYS 100 Physics in the Natural World (4 credits)

This course considers the key scientific concepts underlying physics and how they relate to the environment. Among the topics to be considered are mechanics, heat, electricity, magnetism, optics and sound, modern physics and an historical overview of the physical sciences. This course is suitable for majors other than those in the Physical and Biological Sciences seeking basic knowledge of physics. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester* (CNSL; CQR)

### PHYS 102 Modern Physics for the Humanist (3 credits)

The principal theme of this course is 20<sup>th</sup>-century attempts to understand the basic laws of nature and their relationship to us. Among the topics to be considered are classical physics, the theory of relativity, atomic structure and quantum theory along with their implications for philosophy and technology. *Either semester* (CNSN; CQR)

### PHYS 107 Exploring the Universe (4 credits)

This course will explore the sun, stars, their life cycles, and the galaxies. Theories of the composition and origin of the solar system, the universe and life will be studied. Students observe celestial objects including the moon, sun, planets star, nebulae, and galaxies using the college's observatory. Three hours of lecture, one two-hour laboratory and several viewing sessions. *Fall semester* (CNSL; CQR)

### PHYS 135 Freshman Honors Colloquium (1 credit)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physics allow exceptionally able students to explore a challenging topic in small classes under

close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered fall semester*

### PHYS 136 Freshman Honors Colloquium (1 credit)

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered spring semester*

### PHYS 180 Energy and its Social Uses (3 credits)

The basic physical laws of energy are presented. Environmental consequences of solar, fossil, hydro and nuclear energy generation are analyzed. *Either semester* (CNSN; CQR)

### PHYS 181 Elements of Physics I (4 credits)

The language and methods of physics as illustrated in mechanics, heat and sound are studied. Applications of fundamental principles of physics to all branches of physical science are examined. Three hours of lecture and one two-hour laboratory period weekly. *Fall semester* (CNSL; CQR)

### PHYS 182 Elements of Physics II (4 credits)

*Prerequisite: PHYS 181*

Principles of electricity, magnetism, optics and modern physics are studied. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester* (CNSL; CQR)

### PHYS 183 Aviation Physics (4 credits)

*Prerequisite: PHYS 181*

Principles of physics will be applied to topics in aviation science. This course will use the fundamental physics principles taught in Elements of Physics I (PHYS 181) and apply them to aviation science. The course will also apply topics introduced in a traditional second semester course such as heat, electronics and electricity to the field of aviation. Furthermore, the course will cover aerodynamics in depth. Three hours of lecture and one two-hour laboratory weekly. (CNSL; CQR)

### PHYS 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and



may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **PHYS 243 General Physics I (4 credits)**

*Prerequisite: MATH 151 or equivalent*

This is a calculus-based beginning course in physics that emphasizes the study of kinematics, dynamics and heat.

Three hours of lecture and one three-hour laboratory weekly.

*Either semester (CNSL; CQUR)*

## **PHYS 244 General Physics II (4 credits)**

*Prerequisite: PHYS 243*

This course is a calculus-based study of electricity, magnetism and light. Three hours of lecture and one three-hour laboratory period weekly. *Either semester (CNSL; CQUR)*

## **PHYS 286 Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquium in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered fall semester*

## **PHYS 287 Sophomore Honors Colloquium (1 credit)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Sophomore Honors Colloquium in physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *Offered spring semester*

## **PHYS 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PHYS 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PHYS 338 Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

This course offers honors students the opportunity to study special topics in physics. Three hourly meetings weekly.

*Offered fall semester*

## **PHYS 339 Honors Tutorial (3 credits)**

*Prerequisite: Open to Commonwealth and departmental honors students*

This course offers honors students the opportunity to study special topics in physics. Three hourly meetings weekly.

*Offered spring semester*

## **PHYS 391 Solid State Physics (3 credits)**

*Prerequisite: PHYS 401*

Crystal structure; electric, magnetic and thermal properties of matter; transport properties; band theory; and super conductivity will be covered in this course.

## **PHYS 401 Modern Physics (4 credits†)**

*Prerequisite: PHYS 244*

This course covers theory of relativity, atomic structure, quantum theory, nuclear physics and elementary particles. Three hours of lecture and one three-hour laboratory period weekly. *Fall semester*

## **PHYS 402 Quantum Mechanics (3 credits†)**

*Prerequisite: PHYS 403*

Quantum Mechanics covers wave nature of matter, the Schrodinger equation, application of the Schrodinger equation to the electron, the hydrogen atom, multi-electron atoms and radiation. *Offered alternate years, spring semester*

## **PHYS 403 Mathematical Physics (3 credits†)**

*Prerequisite: PHYS 244 and MATH 251*

Vector analysis; matrices, linear differential equations; Sturm-Liouville theory; Fourier series; orthogonal functions; Laplace transform. *Spring semester*



---

## **PHYS 408 Astrophysics (3 credits)**

*Prerequisite: PHYS 401 or consent of instructor*

Stellar atmospheres and interiors; generation and transport of energy; stellar evolution, pulsars, blackholes and quasars; galactic structure; cosmology.

---

## **PHYS 409 General Relativity and Cosmology (3 credits†)**

*Prerequisite: PHYS 401*

Students learn Einstein's general theory of relativity, and the role differential geometry and general covariance play in physics in this course. The class includes significant discussions of modern cosmology, experimental evidence for relativity, and the results of current and ongoing astrophysical measurements.

*Offered alternate years*

---

## **PHYS 414 Experimental Physics (3 credits†)**

*Prerequisite: PHYS 401*

This class introduces students to advanced experimental techniques of physics. Students will perform historically ground-breaking experiments using modern equipment. There will be one lecture and two two-hour laboratory sessions per week.

*Spring semester*

---

## **PHYS 422 Computer Simulation in Physical Science (3 credits)**

*Prerequisite: PHYS 243 and PHYS 244 or PHYS 181 and PHYS 182; or consent of instructor*

The course introduces methods of computer simulation and its diverse applications. The course is project-oriented. Projects may include planetary motion, chaotic systems, fractal phenomena, random systems, and thermal systems. Methods include the numerical solution of differential equations and Monte Carlo techniques. The course emphasizes structured programming and is recommended for science majors as an introduction to programming. Two hours of lecture, and one two-hour laboratory period weekly. No background in computer programming is required.

---

## **PHYS 433 Thermal Physics (3 credits†)**

*Prerequisite: PHYS 244*

Thermodynamics, kinetic theory and statistical mechanics are covered in this course. *Offered alternate years, fall semester*

---

## **PHYS 438 Electricity and Magnetism (3 credits†)**

*Prerequisite: PHYS 244*

This course covers the theory and applications of the fundamental equations of electromagnetism. *Offered alternate years, fall semester*

---

## **PHYS 439 Mechanics (3 credits†)**

*Prerequisite: PHYS 243*

Vector treatment of forces, torques; dynamics of particles and rigid bodies; work and energy; momentum; small oscillation theory; Lagrangian and Hamiltonian formulation of dynamics are covered in this course. *Offered alternate years, fall semester*

---

## **PHYS 442 Digital Electronics I (4 credits†)**

*Prerequisite: College-level course in physics or consent of the instructor*

Digital Electronics I covers elements of digital electronics: Boolean algebra of switching circuits, binary logic circuits, digital computer logic circuits. Three hours of lecture and one three-hour laboratory period weekly. *Fall semester*

---

## **PHYS 458 Advanced Electricity and Magnetism (3 credits)**

*Prerequisite: PHYS 438*

This course is a continuation of PHYS 438. Maxwell's equations and their connection to special relativity are explored. The propagation of electromagnetic radiation predicted by Maxwell, the transfer of energy determined by Poynting's theorem, and the relativistic generalization of the Larmor formula for the radiation by accelerated charges will be studied. *Offered alternate spring semesters*

---

## **PHYS 459 Advanced Mechanics (3 credits)**

*Prerequisite: PHYS 439*

A more in-depth study of mechanics than PHYS 439 is offered. This course prepares the student for graduate work. *Offered alternate spring semesters*

---

## **PHYS 460 Advanced Quantum Mechanics (3 credits)**

*Prerequisite: PHYS 402*

A more in-depth study of quantum mechanics than PHYS 402 is provided in this course. This course prepares students for graduate work. *Offered alternate fall semesters*

---

## **PHYS 485 Honors Thesis (3 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students; formal application required*

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Offered fall or spring semester*

---

## **PHYS 498 Internship in Physics (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*

The internship offers students an opportunity to gain laboratory experience in industrial or government laboratories, or academic laboratories at other institutions. *Either semester*

---

## **PHYS 499 Directed Study in Physics (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*



## **PHYS 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

## **PHYS 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department; formal application required*  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

## **PHYS 560 Special Topics in Physics Teaching (variable credit)**

Special topics of current relevance in physics education. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

## **PHYS 589 Physics of the Solar System (3 credits)**

Physical properties and motion of the members of the solar system and interplanetary medium.

## **PHYS 591 Special Topics in Modern Physics (3 credits)**

*Prerequisite: PHYS 401*

Topics to be selected from the areas of the Theory of Relativity, Quantum Mechanics, Solid State and Nuclear Physics.

## **PHYS 592 Research Problems in Physics (credit to be arranged)**

*Prerequisite: Consent of the department*

Special projects for advanced students desiring individual instruction in the methods of research in physics. This course may be repeated.

## **PHYS 593 Special Topics in Secondary School Science (3 credits)**

An introduction to the environmental and energy-related physical science topics presented in the secondary school science curricula. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work, workshops and model classes will be included in this course.

## **PHYS 594 Special Topics in Junior High Science I (3 credits)**

An introduction to junior high science programs. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work and model classes will be included in this course.

## **PHYS 597 Special Topics in Elementary Science (3 credits)**

An introduction to elementary school science materials. Special emphasis will be placed upon the study of the science content included in these materials. Lectures, laboratory work, seminars,

workshops, and model classes will be included in this course. This course may be repeated for different topics.

## **Other Approved Courses**

PHYS 191 Engineering Physics I  
PHYS 192 Engineering Physics II  
PHYS 193 Engineering Physics III  
PHYS 200 Survey of Physics  
PHYS 291 Engineering Mechanics I  
PHYS 292 Engineering Mechanics II  
PHYS 375 Wave Theory  
PHYS 391 Solid State Physics  
PHYS 405 Nuclear Physics  
PHYS 435 Optics  
PHYS 444 Digital Electronics II  
PHYS 525 Problem Solving in Chemistry and Physics  
PHYS 550 Physics for Teachers – A Modern Review  
PHYS 581 The Physics of the Environment  
PHYS 583 Physics of the Atom  
PHYS 584 Physics of the Nucleus and Elementary Particles  
PHYS 585 Physics of the Solid State  
PHYS 587 Radiation Physics I  
PHYS 588 Radiation Physics II

## **POLITICAL SCIENCE (POLI)**

### **POLI 100 Politics in Contemporary Society (3 credits)**

This course introduces the world of politics with emphasis on basic concepts of political organizations, structures and theory balanced with current political affairs. *Either semester*

### **POLI 135-136 Freshman Honors Colloquium (1 credit each semester)**

*Prerequisite: Open to Commonwealth Honors students and to others at the discretion of instructor*

Freshman Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. *POLI 135 fall semester, POLI 136 Spring semester*

### **POLI 172 Introduction to American Government (3 credits)**

The purpose of the course is to introduce students to the range of research on American political institutions and processes. We will examine the constitutional underpinnings of American government, the role of political parties, interest groups and the media in the system. We will also explore the changing character of political institutions: the presidency, Congress, and the courts. (CSOC; CUSC)



---

## **POLI 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

---

## **POLI 201 Citizenship and Community Leadership (3 credits)**

This course explores three fundamental questions: 1) What do we mean by "citizenship" and why do we care about "good" citizenship?; 2) What is the nature of leadership and how do we develop strong, effective leaders?; and 3) How might we effectively engage citizens and public leaders together in democratic governance to produce solutions to social, economic, and political problems? A service-learning course requirement will guide the student toward discovery of the role of citizenship in strengthening and improving communities. Students will also be expected to attend campus events that are related to civic education, community leadership, and political affairs.

---

## **POLI 250 Research Methods in Political Science (3 credits)**

*Prerequisite: One core curriculum requirement in Foundations of Mathematical Reasoning*

This course provides students with a foundation for reading and assessing the quality of published research in the social sciences, with particular emphasis on the research techniques common in political science and public administration. It introduces the concepts of theory development, hypothesis testing and statistical significance, and provides students with the rudimentary skills, from literature review searches through data analysis necessary to conduct their own research. Writing is emphasized. (Formerly POLI 350) (CSOC; CQUR)

---

## **POLI 260 International Relations (3 credits)**

This course introduces modern world politics, with emphasis on change and continuity in the structure and processes governing relations within the international community. Emphasis will be placed on the nation-state dilemmas facing the global community. *Either semester* (CSOC)

---

## **POLI 274 Western Political Thought - Plato to the Present (3 credits)**

This course covers the principal ideas and philosophies of politics articulated by philosophers and political thinkers since ancient times. The student will be introduced to many of the age-old and puzzling questions of how people can best govern themselves using legal, institutional and behavioral approaches. *Fall semester* (CSOC; CWRT)

---

## **POLI 275 Comparative Government (3 credits)**

Political behavior and government systems in Great Britain, France, Russia, etc. *Fall semester* (CSOC; CGCL; CMCL)

---

## **POLI 277 American Government: State and Local (3 credits)**

*Prerequisite: POLI 172*

This course focuses on state government and politics with emphasis on Massachusetts affairs. *Either semester* (CSOC; CUSC)

---

## **POLI 279 Introduction to Public Administration (3 credits)**

The relationship of the administrative branch of government to other branches in the making and implementation of public policy; theories of government organization for efficient administration; problems of budgeting, personnel, merit systems, type of agency organization, popular control over the bureaucracy. *Either semester* (CSOC; CUSC)

---

## **POLI 285 Law and the Judicial Process (3 credits)**

This course provides an introduction to law and the judicial process in the United States and around the world. It examines different types of legal systems and sources of law; various competing theories of jurisprudence and legal methodology; the organization, operation, and powers of courts; the selection and retention of judges; and the role of the legal profession in society. Particular emphasis will be placed on legal reasoning and the judicial decision-making process in a variety of issue areas, including administrative, environmental, constitutional, criminal, civil, and statutory law cases. (CSOC; CUSC; CWRT)

---

## **POLI 286-287 Sophomore Honors Colloquium (1 credit each semester)**

*Prerequisite: Consent of instructor*

Sophomore Honors Colloquia in political science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. *POLI 286 fall semester, POLI 287 spring semester*



## **POLI 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **POLI 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **POLI 301 Model Senate Practicum (1 credit)**

*Prerequisite:* POLI 172 and consent of instructor

Students will role-play as United States senators. Each student will become familiar with the issue positions of his or her assigned senator, the senator's voting behavior, and the characteristics of the senator's state and constituents. Students will develop an understanding of the United States senate's power and the rules and procedures that govern its day-to-day operations. All students will participate in both the Floyd M. Riddick Model Senate at Stetson University and the High School Model Senate at Bridgewater State College. One credit per semester; may be taken up to four times.

## **POLI 302 Moot Court and Mock Trial Practicum (1 credit)**

*Prerequisite:* POLI 172 and consent of instructor

This course involves students adopting the roles of both lawyers and witnesses in "mock" civil and criminal cases, and/or participating as lawyers arguing cases before appellate courts in "moot" court competitions. Students will be expected to

participate at local, regional, and national competitions, and in doing so will acquire first-hand knowledge of what it is like to be both an attorney arguing a case before a judge, and a witness on the stand providing testimony. In addition, students will gain valuable experience in preparing opening statements and closing arguments, writing briefs, cross-examining witnesses, and providing authentic, credible testimony. One credit per semester; may be taken up to four times.

## **POLI 330 Asian Politics (3 credits)**

*Prerequisite:* POLI 275

This course will introduce students to the politics and culture of China, Japan, and Korea. The course will look at both domestic and foreign policy of those nations that make up the Pacific Rim as well as the implications for U.S. policy.

## **POLI 338/339 Honors Tutorial in Political Science (3 credits)**

*Prerequisite:* Consent of the political science department

Special topics in Political Science. Open to Commonwealth and Departmental Honors students.

## **POLI 341 Constitutional Law and Politics: The Powers of Government (3 credits)**

This course offers a close analysis of the structure and power of those institutions comprising the U.S. national government. Legal decisions pertaining to judicial, congressional, and executive power, as well as the doctrines of separation-of-powers and federalism, will be carefully examined. The course concludes with an examination of the Constitution's protection of economic liberty and property rights.

## **POLI 342 Constitutional Law and Politics: The First Amendment (3 credits)**

This course examines major court decisions involving disputes pertaining to the First Amendment of the U.S. Constitution. In particular, cases regarding freedom of speech, the press, religion, and the right to associate will be extensively studied. The course also considers the broad limits placed on the government by the First Amendment's Establishment Clause.

## **POLI 343 Constitutional Law and Politics: Liberty and Equality (3 credits)**

This course addresses the scope of the individual's rights to liberty and equality under the fifth, ninth, and 14<sup>th</sup> Amendments of the U.S. Constitution. It examines the evolution of legal doctrine regarding the unequal treatment of individuals by public and private actors, including discrimination based on race, ethnicity, religion, sex, sexual orientation, class, age, and (dis)abilities. The course also analyzes the scope of liberty and privacy in the United States, with particular attention devoted to procedural and substantive due process, sexual freedom, procreation and child-rearing, the right to die, and personal information and workplace privacy.



---

## **POLI 344 Constitutional Law and Politics: Rights of the Accused (3 credits)**

This course addresses how the U.S. Constitution — particularly the fourth, fifth, sixth, eighth and 14<sup>th</sup> Amendments — along with state and federal statutes, protect individuals being processed by the criminal justice system. Issues and case law pertaining to searches and seizures, compelled self-incrimination, grand jury indictment, trial by jury, speedy and public trials, double jeopardy, the right to counsel, cruel and unusual punishment, and due process will be rigorously examined.

---

## **POLI 361 International Political Economy (3 credits)**

*Prerequisite: POLI 260*

This course examines the reciprocal interaction between states and markets, with a particular emphasis upon the ways in which national and international politics structure international economic relations. The course reviews in depth the development and evolution of the postwar economic regimes in money and trade. The course will also examine the role and effects of multinational corporations, the issue of development and alternative development models, the debt crisis, and international struggle for the control of oil. Finally, some important issues and debates within the field of international political economy will be considered.

---

## **POLI/COMM 364 Political Communication (3 credits)**

*Prerequisite: Restricted to juniors or above; or consent of instructor*

This class surveys political communication with an emphasis on forms, characteristics, and functions within political campaigns and institutional governance. Specific attention will be given to communication of the three branches of government. Students will gain a broad knowledge of how political communication can shape expectations and interpretations of current events, political actors, and the political process.

---

## **POLI 365 International Politics of the Environment (3 credits)**

*Prerequisite: POLI 260*

This course focuses on some of the major issues of global environmental politics — those environmental problems that transcend state boundaries and whose resolution requires state cooperation and the efforts of states to negotiate environmental agreements. Cases will include, among others, the control of ozone depletion, the limitation of global warming, and the preservation of forests and bio-diversity.

---

## **POLI 368 American Political Thought (3 credits)**

*Prerequisite: POLI 172 or consent of instructor*

This course examines the principal issues and ideas of the American colonial, revolutionary, and founding periods and their influence on, and relevance to, contemporary American politics.

---

## **POLI 372 Legislative Process and Procedure (3 credits)**

*Prerequisite: POLI 172*

An examination of the United States Congress. Emphasis on internal structure and operations, congressional rules and procedures, party leadership, committee system and seniority, external influences on Congress, incentives for congressional behavior, and constitutional limitations.

---

## **POLI 375 American Political Parties and Interest Groups (3 credits)**

*Prerequisite: POLI 172*

An examination of American political party organizations, political leadership, finance, campaign techniques, the historical development of the American party system, party identification, legal controls over parties, the functions and methods of pressure groups and their interaction with policy makers, the role of surrogate organizations such as the media and political consultants, the significance of political parties and pressure groups for democratic ideology, and the problems of political leadership in a democracy.

---

## **POLI 376 Urban Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 277*

Emphasizes both the formal and informal political institutions and processes in American cities and suburbs, including governmental structures, political parties, interest groups, and service delivery systems. Special attention is given to the multiethnic and multicultural context within which urban politics in the United States takes place.

---

## **POLI 377 Canadian-American Political Relations (3 credits)**

*Prerequisite: POLI 260 or consent of instructor*

The course will specifically examine the Canadian-American political relationship through the review of prominent bilateral security, economic, environmental and jurisdictional issues. Principal emphasis will be placed on analyzing bargaining between Ottawa and Washington over a wide range of select case studies.

---

## **POLI 379 Voters, Elections and Campaigns (3 credits)**

*Prerequisite: POLI 172*

An examination of how citizens make electoral decisions, including the decision to participate in elections. The course compares models of voter behavior and probes the influence of such factors as party identification, opinions on issues, ideological orientations, and candidate evaluations; the social and economic context of voting is also examined, as is the importance of elections for policy-making and the functioning of the political system. In addition, the politics of candidate nominations is explored — mass media coverage and opinion polling; the citizen's involvement in campaign politics; voter attitudes toward parties, candidates, and issues; and the interpretation of electoral outcomes.

---

## **POLI 380 Public Opinion and Mass Political Behavior (3 credits)**

*Prerequisite: POLI 172*

An examination of the nature of contemporary public opinion in the United States, the way in which political attitudes and beliefs find expression in electoral behavior and the conditions under which public sentiment is translated into public policy and government action. The goal is to understand political conflict and debate in the U.S. and the ways in which the public influences



that debate. Major topics in public opinion include political tolerance and trust, attitudes toward women and minorities, the role of mass media and the impact of political values and ideology on political campaigns and elections.

---

**POLI 381 United States-Latin American Relations (3 credits)**

*Prerequisite: POLI 172 and POLI 260*

The evolution and current status of the political, economic and strategic relationship between the United States and the Latin American nations. *Offered alternate years*

---

**POLI 382 Latin American Government and Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 275*

A survey of the current governing structures and the general political conditions in the major Latin American nations. *Offered alternate years*

---

**POLI 384 United States Foreign Policy (3 credits)**

The study of the national interests and policy instruments that have formed and guided the foreign relations of the United States in the post 1945 period. *Offered alternate years, spring semester*

---

**POLI 385 Government and Politics in the Middle East (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

An introduction to the structures and processes of Middle Eastern government and politics, focusing on the evolution of contemporary Middle East since the end of World War I and on economic growth, social change, and political development in the region and in specific countries. *Offered alternate years, spring semester*

---

**POLI 386 Canadian Politics (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

An intensive study of the Canadian political system, with particular emphasis on Canada's constitutional turmoil, political institutions and electoral behavior. *Offered alternate years*

---

**POLI 387 Government and Politics of Africa (3 credits)**

*Prerequisite: POLI 172 and POLI 275; or consent of instructor*

An introduction to the organization and processes of African politics centering on the political evolution of contemporary Africa in general but with specific attention to selected nations as appropriate. *Offered alternate years, spring semester*

---

**POLI 390 Public Finance (3 credits)**

*Prerequisite: POLI 279 or consent of instructor*

The role of government in a market economy; the role of taxation in a market economy; principles of taxation; problems of budgeting, government expenditure and debt; and economic growth. *Spring semester*

---

**POLI 391 The American Presidency (3 credits)**

*Prerequisite: POLI 172*

The purpose of the course is to explore the institution of the American presidency. It examines the constitutional prerogatives and organizational structure of the presidency, how presidential power developed historically, presidential selection and the nomination process, and decision-making. In addition, the course explores the relationship between the presidency and other institutions, both political and nonpolitical: the Congress, the bureaucracy, the courts and the media.

---

**POLI 392 Democratic Theory and Democratization (3 credits)**

*Prerequisite: POLI 275 or consent of instructor*

The course considers the contemporary challenges to democracy in terms of the great issues posed by both democratic theorist and philosophers. These views will be analyzed in terms of the authoritarian, military, religious, ethnic, and economic problems faced by countries undergoing democratization.

---

**POLI 399 Collective Bargaining in the Public Sector (3 credits)**

*Prerequisite: POLI 279 or consent of instructor*

An in-depth analysis of the issues behind collective bargaining, the ramifications of contract negotiations and the techniques and tactics which are used by both labor and management. Emphasis on analysis of contracts, legislation and use of negotiation teams. *Offered alternate years*

---

**POLI 400 Special Topics in Political Science (3 credits)**

*Prerequisite: Nine credits in political science or consent of instructor*

A topic of special interest to faculty and/or students will be explored. May be taken for credit more than once.

---

**POLI 473 International Organization (3 credits)**

*Prerequisite: POLI 260*

The purpose of this course is to develop a thorough understanding of the central concepts and theoretical issues involved in the study of international organizations. It will focus on both governmental and non-governmental international organizations, including the areas of trade, finance, security, economic development and human rights. *Fall semester*

---

**POLI 475 Senior Seminar in Political Science (3 credits)**

*Prerequisite: Admission is subject to the consent of the department chairperson and instructor. Students must register prior to the end of the pre-registration period*

The undertaking of independent study and a research project presented in oral and written form. *Either semester (CWRM)*

---

**POLI 476 Women and Politics (3 credits)**

*Prerequisite: POLI 172 or consent of instructor*

Analysis of the role of women in current American politics. The focus is on changing trends in women's electoral participation, political interest and office seeking over the last several decades, and recent gender differences in political involvement, candidate support, support for women's issues and support for other public policies.



---

## **POLI 479 Public Policy (3 credits)**

*Prerequisite: POLI 172 and POLI 277*

A systematic study of theory and practice in the making and the execution of public policy including the factors of public demand on the political system; decision-making in the public sector; tools and techniques for implementation and evaluation; and the import for future planning.

---

## **POLI 485 Honors Thesis in Political Science (3 credits)**

*Prerequisite: Consent of the department*

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with Honors will be determined by the Departmental Honors Committee. *Either semester*

---

## **POLI 488 Politics and Development in the Third World (3 credits)**

*Prerequisite: POLI 260 and POLI 275; or consent of instructor*

A survey of the political dynamics of development in the Third World with special emphasis on the dominant theories of development, current critical issues in the Third World, internal and external forces affecting Third World countries, and the policy directions taken by developing nations. *Offered alternate years*

---

## **POLI 490 Political Science Studies in Oxford (3 credits)**

Study of selected topics in political science including comparative politics. European government and law and legal systems. Open to juniors and seniors only. (This is a special program in England at Oxford University during July. Additional fees are required.)

---

## **POLI 495 Administrative Law and Regulation (3 credits)**

*Prerequisite: POLI 279 or consent of instructor*

The legal and regulatory systems of federal, state and local governments will be analyzed as to their relationship to policy implementation and administration. Emphasis will be placed on charters, ordinances, legislative power, and administrative control in areas such as finance, personnel, labor, land use, licensing and education. *Offered alternate years (Formerly POLI 395)*

---

## **POLI 498 Internship in Political Science (3-15 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience intended to complement the academic preparation of a limited number of juniors and seniors majoring in political science. Placements are in areas such as federal, state, city and town governments and private-interest groups. *Either semester*

---

## **POLI 499 Directed Study in Political Science (1-3 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

---

## **POLI 501 Introduction to Public Institutions and Administration (3 credits)**

This course is designed to provide students with an understanding of the institutional, political, and normative context of public administration. The course will introduce students to the central issues, values and dilemmas facing the contemporary public service professional. By the end of the course, the successful student should have a better appreciation and understanding of the political nature and dynamics of public service in a democratic society. It is to be taken among the first four courses in the program. Introductory/background information in American government or public administration is beneficial to students enrolling in this course. *Either semester*

---

## **POLI 502 Research (credit to be arranged)**

*Prerequisite: Consent of the department chairperson; formal application required*

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

---

## **POLI 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department chairperson; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

---

## **POLI 505 Public Management (3 credits)**

*Prerequisite: POLI 501*

This course gives students broad exposure to the job of the public manager including an introduction to the specific management areas. The course emphasizes both traditional and cutting-edge principles of management. The topics include planning for public agencies, organizational structure and development, staffing, training, and motivating employees, leadership development, financing and budgeting for public programs, designing and implementing programs, management decision-making, evaluating and monitoring programs and ethical considerations for public managers. *Spring semester*

---

## **POLI 506 Public Administration Module (1 credit)**

*Prerequisite: Matriculation in the MPA program or consent of MPA program adviser*

As part of the 15 credit hours of elective courses, each MPA student must take three credit hours of PA Training Modules. These modules earn one credit each, will be offered on a rotational



basis and are scheduled for either two Saturday sessions during the semester or for weekend "intensive" classes meeting for 15 hours. Students are expected to put in appropriate out-of-class time and must successfully pass any three of six modules covering ethics in public service, managerial communication, conflict resolution, diversity in public administration constitutional rights and privacy in public administration and current issues for public managers. Graded on a (P) Pass/(N) No Pass basis.

## **POLI 510 Introduction to Research in Public Administration (3 credits)**

This course is an examination of basic research methods and their use in public administration both from the standpoint of public policy and public management. Topics covered include the scientific method, experimental and quasi-experimental research designs, sampling and methods of data collection such as interviewing and questionnaire construction. The course provides students with practical experience using computer software for data analysis. *Fall semester*

## **POLI 511 Program Evaluation and Policy Analysis (3 credits)**

*Prerequisite: POLI 510*

The primary objective of this course is to familiarize students with program evaluation theory and practice. It is designed to give students an understanding of the role of evaluation in the policy-making process, an ability to analyze evaluation designs and methods critically, and an ability to collect and analyze data to test the effects of governmental or organizational interventions. Emphasis is placed on both qualitative and quantitative analysis. *Spring semester*

## **POLI 513 Strategic Planning and Performance Measurement in Public Administration (3 credits)**

Strategic planning and performance measurement guide public administrators in establishing program outcomes, in planning short-term goals, in clarifying long-term expectations and in informing and improving results for citizens and agency stakeholders. Measurement of outcomes requires understanding the relationship between resource inputs, program outputs, and objectively and subjectively measured outcomes. Theories of participation, resources management, sustainable development and research methods guide the decision-making tools presented in this class. This course will focus on mission and vision design, SWOT analysis, strategic planning, budget performance management and performance measurement. This course has a service-learning component.

## **POLI 521 Public Finance (3 credits)**

This course covers the principal aspects of public financial management including accounting, budgeting, capital budgeting, revenue forecasting, risk management, pension management and auditing. *Fall semester*

## **POLI 531 Public Personnel (3 credits)**

This course focuses on selected topics in the study and practice of public personnel administration. It is designed as an in-depth analysis of the literature, problems and directions of public personnel issues. Students will develop an appreciation for the dynamic political environment as it influences human resources managers and the statutory and constitutional restrictions that distinguish public personnel management from its counterpart in the private sector. *Spring semester*

## **POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions (3 credits)**

*Prerequisite: POLI 501*

This course focuses on the types and levels of management that must be integrated in the pursuit of public sector excellence. These levels involve the behavior of individuals; pairs of individuals; supervisor/subordinate relationships; client/administrator relationships; and small groups acting under political, legal and ethical constraints. Institutional and psychological factors will be analyzed. *Fall semester*

## **POLI 533 Administrative Ethics (3 credits)**

This course will explore the values that shape the thinking of public administrators, and the practice of dealing with moral and ethical issues in the field. The main objectives are 1) to gain familiarity with key issues in public, professional, and administrative ethics, 2) to apply ethical principles to public management and to policy analysis, and 3) to understand the nexus between formal legal and informal normative ethical imperatives.

## **POLI 534 Public Service Leadership (3 credits)**

This course focuses on the art and science of recognizing better leaders. Students will explore various theories of leadership and develop a broader understanding of the core characteristics and competencies of excellent public service leaders. The course aims to integrate theory and practice, with a strong emphasis on assisting students in identifying their own leadership strengths and vulnerabilities. The effect of leadership on organizational and process outcomes will be a theme throughout the course, as will leaders as change agents. Peer-evaluation, mutual support, hands-on experience, and public service underpin this course.

## **POLI 541 Legislative-Executive Relations (3 credits)**

This course gives students broad exposure to the relationship between legislative and executive branches of government. The course emphasizes the role of the legislature and executive branch agencies in lawmaking and budgetary processes, legislative oversight of bureaucracy, the importance of constituency service and how it impacts government agencies, legislative and bureaucratic behavioral motives and goals, the politics of bureaucratic appointments and how chief executives increase their influence over the administrative state, the influence of lobbies on government, as well as how agencies effectively mobilize constituency groups and advocate their programs.



---

## **POLI 542 Administrative Law and Regulation (3 credits)**

This course examines that body of constitutional and statutory law that regulates how state and federal administrative agencies implement policies enacted by the legislative and executive branches of government. The course examines issues concerning the delegation of legislative power to administrative agencies; agency rulemaking and adjudication; the Administrative Procedure Act; legislative, executive, and judicial review of administrative agency actions; and issues regarding the citizen's freedom of access to information and records of administrative agencies. A close examination is given to questions and concerns regarding the democratic legitimacy of administrative agencies, theories of regulation and regulatory policy, and how administrative agencies fit into the constitutional system of government in the United States.

---

## **POLI 543 Executive Decision-Making and Leadership in the 21st Century (3 credits)**

This course examines the theories, modes of operation and challenges of modern day political leadership and executive decision-making. Emphasis will be placed on utilizing case studies, crisis situations, simulations and personal profiles to develop a comprehensive exploration of the leadership characteristics and decision-making strategies of political and governmental officials in the 21<sup>st</sup> century.

---

## **POLI 551 Managing Economic and Community Development (3 credits)**

This course introduces students to the many dimensions of economic development at the local and state level, focusing on aspects of how local governments are engaging themselves in this competitive arena. The course explores the following fundamental questions: Who is involved in local economic development? What policies and programs are being pursued and how are they being implemented? What is the impact of local economic development programs? How does local politics influence economic development actions? In addition, the course covers how the external environments (federal policy and national/regional economic cycles, for example) shape the scope and method of economic development at the local level.

---

## **POLI 552 Municipal Organization and Management (3 credits)**

This course emphasizes the study and understanding of municipal organization and management in Massachusetts and across the United States. It examines the issues, problems, and opportunities that confront municipal leaders as they strive to deliver quality public services in an efficient and effective manner. The topics in the course will cover the legal and structural aspects of local governments, how managers plan and direct the organization, revenue and expenditure decisions, and how services are delivered. The course will also focus on how the external environment (such as citizens, school boards, and state government) influences the job of the municipal manager. By the end of the course, the successful student should be better prepared to identify and respond to these issues, problems and opportunities in their municipality.

---

## **POLI 561 Sustainable Development and Globalization in Public Administration (3 credits)**

Sustainable development and sustainability are increasingly important to public administration theory and practice. This course will introduce students to theories of sustainability, provide practical application to policy issues within the field and will teach students to better use planning tools in resources management. Areas of focus include management of natural capital, understanding of systems theories and impacts, management of environmental and human welfare and conservation history as applied to local global governance and policy-making. Students will be expected to contribute knowledge from their own knowledge base and experiences to enhance the learning environment as service-learning is a component of this course.

---

## **POLI 571 Introduction to Nonprofit Theory and Management (3 credits)**

This course addresses the historical and philosophical roots of what is alternatively called the third, voluntary or nonprofit sector. It also addresses the structure of the sector and current and future trends that influence it. Its purpose is to provide an overview of the issues and trends within the sector in order to lay a strong foundation of knowledge for those who are pursuing career in nonprofit organizations and/or work in fields that intersect with nonprofit organizations.

---

## **POLI 572 Strategies for Successful Nonprofits: Fundraising (3 credits)**

The purpose of this course is to introduce students to issues and techniques for resource development and management within nonprofit organizations. The course will expand students' knowledge about the nonprofit sector as well as their fundraising, management and analytical tools. Assignments and discussions, as well as spending time in the community through service-learning projects, will allow students to test knowledge, formulate ideas and strategies, respond to issues and dilemmas and get immediate feedback from classmates and the instructor.

---

## **POLI 591 Capstone Seminar in Public Administration (3 credits)**

*Prerequisite: Completion of thirty hours of course work*

This course will integrate the various fields of knowledge that the student has acquired over the period of MPA study. Full-time MPA faculty will be responsible for teaching it and the design will not be prescribed; some may choose to teach it as an applied case-study seminar, while others may develop the course thematically, as an in-depth study of a particular area of public administration literature. *Spring semester*

---

## **POLI 592 Special Topics in Public Administration (3 credits)**

*Prerequisite: Course prerequisite may be specified depending upon the nature of the topic*

Special topics of current relevance in public administration will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.



## **POLI 598 Internship: Public Administration (3 credits)**

*Prerequisite: Matriculation in MPA program*

One of the key elements for pre-career students in the Bridgewater State College MPA program is the internship experience. An internship provides an opportunity to apply and test what has been learned in the classroom and allows the student to develop professional skills. The general internship framework is designed to conform to the NASPAA internship guidelines. This course is repeatable for credit.

### **Other Approved Courses**

POLI 100 Politics in Contemporary Society  
POLI 273 United States and Massachusetts Constitutions  
POLI 370 Canadian Foreign Policy: Actors and Issues  
POLI 374 Modern Political Theory  
POLI 388 Government and Politics of Eastern Europe  
POLI 389 Racial Politics in the United States  
POLI 455 Totalitarian Political Systems: Dictators and the Reign of Terror

## **PSYCHOLOGY (PSYC)**

### **PSYC 100 Introductory Psychology (3 credits)**

This is a survey of the different processes such as perception, sensation, learning and emotion, with a discussion of the underlying physiological processes as well as an introduction to the more complex areas such as personality development, psychopathology, social influences and testing. Methods of investigation and research will be integrated with the above topics. *Either semester (CSOC)*

### **PSYC 150 Orientation to the Psychology Major (1 credit)**

This course is an introduction to the department, its faculty and courses, with an emphasis on career planning and student development. The students will be introduced to the major fields in psychology with an emphasis on the importance of science and empiricism in understanding psychological phenomena. This course is recommended for anyone considering psychology as a major. This course is graded on a (P) Pass/(N) No Pass basis.

### **PSYC 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

*†May be taken for graduate-level credit*

### **PSYC 200 Non-Western Theories of Personality (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines the conceptual models of personality as they have appeared in non-Western traditions. Differences in focus, emphasis and views of the nature of the self are investigated as they relate to cultural world views such as Hinduism, Buddhism, Taoism and Confucianism. (CSOC; CGCL; CMCL)

### **PSYC 201 Statistics for Psychology (3 credits)**

*Prerequisite: PSYC 100; and MATH 105 or equivalent; or consent of instructor*

Statistics for Psychology is primarily a course that will introduce students to the application of statistics to the research process in psychology. Statistics are used to describe and to critically evaluate information. The two branches of statistics, descriptive and inferential statistics, will be covered in this course. Specific procedures that may be covered include measures of central tendency and variability, visual description of data, z-scores, correlation and linear regression, basic probability, parametric tests such as z-tests, t-tests, analysis of variance (ANOVAs), and non-parametric tests such as the chi-square test.

### **PSYC 210 Applied Social Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines how the methods, theories, principles and research findings from social psychology can be applied to the understanding of and the solution to social problems. Specific attention is paid to the legal system, health and mental health systems, program evaluation, advertising, and gender issues. Students may choose to participate in service-learning as part of the course. *Offered alternate semesters*

### **PSYC 211 Research Methods I (3 credits)**

*Prerequisite: PSYC 100 and PSYC 150 and MATH 110; or consent of instructor*

Research Methods I is the first course of a two-course sequence integrating statistics and research methods and focusing on the scientific foundations of psychology. This course covers the scientific method, theory and hypothesis testing, research design, and data analysis. Students learn the foundations of science; how to plan, conduct, and report scientific research; how to locate and evaluate resources; ethical standards and issues; fundamentals of APA style; and statistics, including the use of SPSS. Statistical content includes descriptive statistics, properties of the normal curve, correlation and regression, z-tests, and t-tests. Students are encouraged to take both courses in the sequence (PSYC 211 and PSYC 212) in consecutive semesters and with the same instructor. (CQR)

### **PSYC 212 Research Methods II (3 credits)**

*Prerequisite: PSYC 211 or consent of instructor*

Research Methods II is the second course of a two-course sequence integrating statistics and research methods and focusing on the scientific foundations of psychology. This course focuses on experimental design and data analysis including one-way, repeated measures, and factorial ANOVA. Students gain further experience identifying research questions and



working with existing psychological literature, and reporting research results in APA format. Ethical standards for the use of human subjects continue to be stressed and students gain experience applying to an Institutional Review Board. Students are encouraged to take both courses in the sequence (PSYC 211 and PSYC 212) in consecutive semesters and with the same instructor. (CQUR, CWRT)

## **PSYC 215 Service-Learning in Psychology (3 credits)**

*Prerequisite: Consent of instructor*

Topics and partnerships with community agencies may vary from semester to semester. However, every semester students will have an opportunity to learn about some topic(s) in psychology, e.g., boys' development, girls' development, aging, mental illness, etc., and apply those concepts in work with a community partner. In regular class meetings students will read professional literature on the topic, reflect on that work in writing, discussions, media analyses and in other ways. In additional out-of-class experiences, students will engage in community service of some kind using what they have learned in class to inform the service work. Students will be active learners, and they will be encouraged to reflect on and evaluate the service work that they and their community partners do. The course may be repeated once for a maximum of 6 credits.

## **PSYC 224 Child Psychology (3 credits)**

An investigation of the growth and development of the child from conception to pre-adolescence will include both the influence of heredity and other biological factors as well as the social influences of child-rearing practices, family value systems and peer culture effects. Topics will include the development of verbal ability, conscience and moral judgment, personality and self concept. Current theories and research findings will be discussed in relation to the above topics. *Either semester*

## **PSYC 226 Adolescent Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An investigation of the growth and development of the pre-adolescent and adolescent including both physical as well as psychological changes relating to intellectual, moral, emotional, personality and social aspects. Current theories and research findings will be discussed in relation to the above topics.

*Alternate semesters*

## **PSYC 227 Development Through the Life Cycle (3 credits)**

*Prerequisite: PSYC 100*

This course offers a survey of the life cycle and an integrated approach to understanding the individual and developmental processes. The developmental tasks of infancy, childhood, adolescence, and adulthood are viewed from a life-span perspective, with emphasis on continuity and change. *Offered alternate years, spring semester*

## **PSYC 230 Cross-Cultural Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines various psychological processes such as self-perception, communication, decision-making, categorization of others, gender perception, aggression, conformity, and helping, from a cross-cultural perspective. Emphasis will be placed on cultural differences in psychological functioning. (CSOC; CGCL; CMCL)

## **PSYC 239 Psychology of Aging (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course examines the sensory, cognitive and social changes resulting from old age, including changes in learning, personality and pathology. Problems of adjustment will be discussed and integrated with research findings in gerontology.

*Offered alternate years, spring semester (Formerly PSYC 329)*

## **PSYC 242 Biopsychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course is an introduction to biopsychology, the scientific study of the biology of behavior. A major component to this course involves a detailed analysis of the brain, including how neurons communicate with one another and the identification and functional significance of major brain structures. In this course, students will learn about a variety of systems including those involved in vision, attention, memory, language and movement. Additional topics include brain damage and neuroplasticity, drug addiction and the biopsychological examination of hunger and sleep. Emphasis will be on psychological correlates of neurophysiological processes. *(Formerly PSYC 342)*

## **PSYC 252 Psychology of Learning (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The shaping of behavior, laboratory conditioning, reinforcement, approach and avoidance of a goal, discrimination and generalization of physical cues and animal learning experiments. Experimental approaches to the study of human behavior.

*Either semester*

## **PSYC 269 Psychology of Criminal Behavior (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This class covers basic psychological knowledge about the causes of crime and violent crime. Topics include biological causes of crime, family and childrearing causes, social causes, cognitive biases, and psychological and psychiatric issues and the role they play in criminal behavior. Case studies are examined, and basic research is reviewed. *Fall semester (Formerly PSYC 369)*

## **PSYC 280 Consumer Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An investigation of the psychological techniques being used in advertising and merchandising. Emphasis will be on the psychological aspects of consumer purchasing practice with respect to motivation, attitudes, learning and perception. *Either semester*

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **PSYC 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PSYC 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite:* \_\_\_\_ 199, Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **PSYC 303 Survey of Psychological Testing (3 credits)**

*Prerequisite:* PSYC 100; and either MATH 110 or PSYC 201; or consent of instructor

An introduction to the theory of psychological measurement and test development including item indices, speediness, reliability and validity with a survey of various psychological instruments used in assessment, personnel selection and psychological research. *Fall semester*

## **PSYC 305 Psychology of Personnel Selection (3 credits)**

*Prerequisite:* PSYC 100 and PSYC 313

This course will cover the varied aspects of employee selection. Topics of study include the design of work, attracting applicants, legal issues, selection methods and evaluating performance. *Fall semester*

## **PSYC 310 Social Psychology (3 credits)**

*Prerequisite:* PSYC 100 or consent of instructor

The individual in social situations: attitude formation and change, culture and society, language and communication, leadership and group dynamics, personality characteristics and interpersonal relationships, small group behavior. *Either semester*

## **PSYC 313 Industrial and Organizational Psychology (3 credits)**

*Prerequisite:* PSYC 100 or consent of instructor

The course will broadly cover the major themes represented by the study of industrial and organizational psychology. The first half of the semester will focus on areas such as job analysis, employee selection, training, performance appraisal and motivation. The second half of the semester will focus on employee behavior within an organizational framework. *Both semesters*

## **PSYC 319 History of Psychology (3 credits)**

*Prerequisite:* PSYC 100 and at least nine hours in psychology; or consent of instructor

A study of the early recognition and historical trends in the study of psychology from the early Greeks through the Renaissance to the 19<sup>th</sup> and early 20<sup>th</sup> century schools of thought. Eminent psychologists and their contributions will be integrated with the historical perspective. *Fall semester*

## **PSYC 320 Research Methods in Psychology (3 credits)**

*Prerequisite:* PSYC 100 and PSYC 201; or consent of instructor

This course will focus on research methods in psychology. Students will learn how to conduct, comprehend and critically evaluate research methods used in a diversity of psychological research including, for example, biopsychology, child psychology, social issues, sensation and perception, and learning and motivation. Students will evaluate how real studies test theories and hypotheses and determine how to resolve the conflicting findings of previous research. Proper psychological experimental design and writing format will be emphasized.

## **PSYC 325 Developmental Psychopathology (3 credits)**

*Prerequisite:* PSYC 100; and PSYC 224 or PSYC 227; or consent of instructor

The purpose of this course is to introduce the student to selected classes of psychopathology occurring in the childhood years. This course examines the scientific and clinical literature relevant to normal and pathological behavior in children and adolescents. The course will rely upon readings, discussions and lectures to convey this body of information. Issues in developmental psychopathology and consideration of processes initiated in childhood that manifest as pathology in adulthood are also considered. Topics will include the major DSSM-IV diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population. Critical thinking skills will be emphasized during reviews of the research literature suggesting various etiological theories.



## **PSYC 327 Psychology of Exceptional Children (3 credits)**

*Prerequisite: PSYC 100; and either PSYC 224 or PSYC 226; or consent of instructor*

This course will deal with the identification and understanding of children with special needs. Special techniques appropriate to helping these children will be treated. Emphasis will be placed on the psychological problems of the learning disabled: mentally, emotionally and physically handicapped children as well as those of the academically gifted or creative child. *Spring semester*

## **PSYC 328 Psychology of Mental Retardation (3 credits)**

*Prerequisite: PSYC 100 and PSYC 224; or consent of instructor*

Origins (genetic, organic, sensory, maternal and cultural deprivation), manifestations, diagnostic aids, therapeutic and remedial techniques. *Fall semester*

## **PSYC 337 Cognitive Psychology (3 credits)**

*Prerequisite: PSYC 100 and at least nine hours in psychology; or consent of instructor*

The psychology of thinking, including historical and philosophical issues, process models, information theory, cybernetic, general systems and field theory approaches, visual and auditory cognition, psycholinguistics, memory and attention, problem solving and concept formation, with implications for mental retardation and learning disabilities. *Offered alternate years, fall semester*

## **PSYC 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite: Open to Commonwealth and Departmental Honors students with PSYC 100 and consent of instructor*

Special topics in psychology. Three hourly meetings weekly. PSYC 338 fall semester, PSYC 339 spring semester

## **PSYC 344 Drugs and Human Behavior (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

An exploration of psychoactive drugs and the way in which they are used in psychology today. Each drug will be studied in terms of the psychological, psychophysiological and behavioral theories of drug effects. *Offered alternate years, fall semester*

## **PSYC/COMM/INTD 349 Perspectives on the Holocaust (3 credits)**

*Prerequisite: PSYC 100 and COMM 130; or consent of instructor*

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. *Offered once each year*

## **PSYC 350 Special Topics in Psychology (3 credits)**

*Prerequisite: PSYC 100 and at least six hours in psychology; or consent of instructor*

Various and special topics of current interest in psychology will be offered from time to time. Topics will be announced before

pre-registration. May be taken more than once but only three credits will be counted towards the first 33 hours in the psychology major. *Either semester*

## **PSYC 355 Behavior Analysis (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

This course systematically presents the principles that are necessary to analyze everyday human behavior. These principles are then applied to the treatment and prevention of a wide variety of behavior problems in education, clinical settings and the workplace. An emphasis is placed on the research methods used to assess the effectiveness of each procedure used to change behavior.

## **PSYC 360 Psychology of Personality (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

Basic concepts in the field of personality, organized around such topics as motivation, personality structure and dynamics, personality development, assessment and therapy. Problems and styles of adjustments will be considered. *Either semester*

## **PSYC 365 Health Psychology (3 credits)**

*Prerequisite: PSYC 100 and a minimum of six hours in psychology; or consent of instructor*

Many deaths are directly related to behaviors. This course will focus on the critical role of behavior in health promotion and disease prevention. Theories and interventions related to health and behavior will be examined. Students will learn to conceptualize health from biological, psychological, and social perspectives. Those who will benefit from this course are students seeking to understand how behavior affects health and what behavioral change strategies can be used to improve health status. *Fall semester*

## **PSYC 370 Abnormal Psychology (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The primary purpose of this course is to define and classify the many different types of abnormal behavior. The genetic, biochemical and environmental causes for each category of behavior are presented. To a lesser degree, the most effective treatments and the degree to which the treatments are successful are evaluated.

## **PSYC 399 Pre-Honors Psychology Colloquium (1 credit)**

*Prerequisite: Enrollment in the Honors Program; and a grade of "B" or higher in PSYC 201 and PSYC 320; or consent of instructor*

Students will attend a one-hour weekly meeting designed to prepare them for completing an honors thesis. Outcomes for the course include choosing a research topic, choosing a mentor and developing a research proposal.

## **PSYC 400 Honors Psychology Colloquium (1 credit)**

*Prerequisite: PSYC 399 or consent of instructor*

Students will attend a one-hour weekly meeting that they will enroll in concurrent with PSYC 483 Honor Thesis for a total of two credits over two semesters. This course is defined to support and monitor students with their thesis progress with the objective of completing an honors thesis.



---

**PSYC 404 Attitude and Personality Measurement (3 credits†)**

*Prerequisite: PSYC 100 and PSYC 310 and PSYC 360; and MATH 110 or PSYC 201; or consent of instructor*

Principles of construction of attitude scales and personality assessment techniques, including both projective- and inventory-type techniques. Issues and controversies in psychological measurement. *Offered alternate years, spring semester*

---

**PSYC 421 Psychology of Human Differences (3 credits)**

*Prerequisite: PSYC 100 or consent of instructor*

The relative contributions of genes and environment to individual and group differences will be examined. Topics will include the description of human variability; gene/environment interactions; the heritability of cognitive abilities, personality, and psychopathology; and sex and age differences. *(Formerly PSYC 321)*

---

**PSYC 426 Comparative Psychology (3 credits)**

*Prerequisite: PSYC 212 or consent of instructor*

This course will introduce students to the use of evolutionary theory as an organizing mechanism in understanding both human and nonhuman behavior. We will examine behavior in terms of Tinbergen's four questions of nature: What is the cause of the behavior? How does the behavior develop? What is the function of the behavior? How did the behavior evolve? The course will also analyze the effects of natural selection, learning theory and cultural transmission in shaping the behavior of domestic and wild animal species. The course will culminate with a comprehensive research paper on an animal behavior topic of the student's choice.

---

**PSYC 440 Sensation and Perception (3 credits)**

*Prerequisite: PSYC 100 and PSYC 150 and PSYC 211 and PSYC 212 and PSYC 242; or consent of instructor*

This course explores the relationship between the nature of the environment and perceptual experience, including the sensory processes. Perceptual processes examined include spatial, pattern, and color perception, as well as our perception of time, depth and the perception of action and events. The relationship between perception, memory, cognition and behavior is investigated, with implications for our understanding of cultural differences, how we perceive personality and emotion and psychotherapeutic change. *(Formerly PSYC 340)*

---

**PSYC 445 Psychology of Consciousness (3 credits)**

*Prerequisite: PSYC 100 and PSYC 150 and PSYC 211 and PSYC 212 and PSYC 242; or consent of instructor*

Consciousness studies are revolutionizing the ways in which we understand ourselves. The phenomena of consciousness will be examined from a variety of perspectives, incorporating the most recent research from the cognitive and neurosciences to explore the evolutionary and adaptive roles of consciousness. The relevance of this material to the study of personality, emotion, memory, learning, creativity and psychopathology will be

addressed. The phenomena associated with altered states, dream cognition, hypnosis, meditation, imagery and visionary states will also be examined. This course will be of interest to clinicians and educators, as well as to anyone interested in discovering more about the nature of the human mind and consciousness. *(Formerly PSYC 345)*

---

**PSYC 460 Neuropsychology (3 credits)**

*Prerequisite: PSYC 100 and PSYC 242; or consent of instructor*

This course is an introduction to neuropsychology focusing on the behavioral deficits that arise from brain pathology. This pathology includes diseases such as Alzheimer's and Parkinson's as well as other brain-related conditions such as stroke, tumors and head injury. Through this course students will learn about the history of neuropsychology, details of brain anatomy, various neuropsychological assessments, and the examination of behavioral deficits and neuropsychological profiles associated with a variety of brain disorders and/or conditions.

---

**PSYC 470 Clinical Psychology (3 credits†)**

*Prerequisite: PSYC 100 and PSYC 360 and PSYC 370; or consent of instructor*

Survey of diagnostic and treatment procedures and resources in clinical work with children and adults; professional skills and responsibilities of the clinical psychologist. *Fall semester*

---

**PSYC 474 Forensic Psychology (3 credits†)**

*Prerequisite: PSYC 100 and PSYC 360 and PSYC 370; or consent of instructor*

A study of basic underlying assumptions of personality theory such as intentionality, nature/nurture and the knowability of man as these issues pertain to motive and bias as they manifest themselves in a judicial system. *Offered once in three years*

---

**PSYC 475 Psychology of Group Behavior (3 credits†)**

*Prerequisite: PSYC 100 or consent of instructor*

Group theory, theories of group psychotherapy, leadership and facilitation, group process. Laboratory experience in interpersonal relations designed to develop skills useful in human services applications. Open only to senior psychology majors with consent of the department. *Offered alternate years, spring semester*

---

**PSYC 485 Honors Thesis I (6 credits)**

*Prerequisite: Open to Commonwealth and Departmental Honors students with consent of instructor*

Two two-hour weekly meetings with the thesis director will culminate in an honors thesis. The honors student will normally enroll in this course during the fall semester of the senior year and complete the course during the spring semester of the senior year, earning a total of six credits. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee.

---

**PSYC 490 Senior Seminar (3 credits)**

*Prerequisite: PSYC 100 and 15 hours in psychology; or consent of instructor*

Topical areas of psychology will be offered to allow seniors an opportunity to make individual presentations and critique each



other through discussion. Topics will be announced in advance. May be taken twice, but only three credits will be credited toward the first 33 hours for psychology majors. *Spring semester (CWRM)*

## **PSYC 492 Seminar: Clinical Methods in Medical Psychology (3 creditst)**

*Prerequisite: PSYC 100 and PSYC 365; or consent of instructor*

A critical examination of practical issues and problems in psychological, behavioral and holistic approaches to health and illness. A variety of methods for working with mind-body interventions will be demonstrated and discussed. *Spring semester*

## **PSYC 494 Clinical Practicum: Forensic Psychology (3-15 credits)**

*Prerequisite: PSYC 100 and PSYC 369 and PSYC 370; consent of department; formal application required*

Open to seniors who have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on a (P) Pass/(N) No Pass basis.

## **PSYC 495 Practicum: Medical Psychology (3-15 creditst)**

*Prerequisite: PSYC 100 and consent of instructor*

Provides first-hand experience in the application of psychological, behavioral, and holistic principles to health and illness related issues and problems. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *Spring semester*

## **PSYC 496 Personnel Practicum (3-15 creditst)**

*Prerequisite: PSYC 100 and consent of the department*

Direct application of psychological principles to actual personnel issues and problems in an organization such as business, industry, government, etc. Open only to seniors who wish to gain first-hand experience. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *Either semester*

## **PSYC 497 Research\* (1-3 credits)**

*Prerequisite: PSYC 100 and consent of the department*

This course includes an individual or group research project. The course is for students interested in conducting research under the supervision of faculty member or working on a faculty member's research project. May be taken for a maximum of six credits. *Either semester*

\*No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.

## **PSYC 498 Clinical Practicum\* (3-15 credits)**

*Prerequisite: PSYC 470; consent of the department; formal application required*

Open to juniors and seniors who wish to have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on (P) Pass/(N) No Pass basis. *Either semester*

\*No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.

## **PSYC 499 Directed Study in Psychology\* (1-3 credits)**

*Prerequisite: PSYC 100; consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

\*No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.

## **PSYC 500 Developmental Human Psychology (3 credits)**

*Prerequisite: Matriculation in graduate program in psychology or counseling; or consent of instructor*

This course provides a comprehensive foundation for the study of human psychology from a developmental perspective. The scope and current thinking in each of the five cognate areas will be examined, including cognition/perception, neuropsychology, psychopathology, learning and social psychology. Current research theory, application and conceptual structure within each area will be reviewed. Considerable attention will be placed on the interface between theory and practice.

## **PSYC 503 Directed Study (credit to be arranged)**

*Prerequisite: Consent of the department chairperson; formal application required*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **PSYC 504 Research (1-4 credits)**

*Prerequisite: Consent of the department chairperson; formal application required*

Original research undertaken by the graduate student in a specific field. Students initially enroll in PSYC 504 for four credits, and subsequently enroll for one credit each term thesis work continues. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

## **PSYC 505-506 Research Methods and Design I-II (3 credits for each semester)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

This course includes two semesters of integrated statistical procedures and research design skills. Special emphasis will be placed on methodological issues that are likely to confront the graduate in applied settings. In addition to covering traditional statistical and design concepts, special applied research tools such as survey methodology, program evaluation "small-N" designs, non-parametric and multivariate models will be presented. The course will be very closely tied to the use of commonly available statistical packages such as SPSS, BMD, ALICE and STP. The course will reflect a strong experiential component including data collection, analysis and interpretation.



## **PSYC 508 Advanced Seminar (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

Various and special topics of current relevance in psychology, to be dealt with in depth, will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once.

## **PSYC 509 Foundations of Clinical Practice (3 credits)**

*Prerequisite: Matriculation in graduate program in psychology or counseling; or consent of instructor*

This course will prepare the clinician for practicum/internship training by considering the following: 1) historical overview of the profession; 2) multidimensional identity and roles of the mental health professional; 3) practice issues and issues related to federal and state legislation dealing with, for example, duty to warn, confidentiality and mandated reporting; 4) the variety of clinical settings and mental health delivery systems, including principles, theories and techniques of evaluation and management; 5) ethical and legal standards of psychological professional organizations; 6) experimental learning and the use of supervision; 7) report writing and note-keeping for clinicians; 8) self-evaluation.

## **PSYC 511 Theories of Psychotherapy (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

The major counseling theories are explored in an academic and experiential format. Role-playing and videotaping of the theories are common modalities. A sampling of the theories discussed are Reality Therapy, Behavior Therapy, Rational Emotive Therapy, Gestalt Therapy, Transactional Analysis, Client Centered Therapy and the Psychoanalytic Model. (Formerly PSYC 570)

## **PSYC 512 Evaluation Techniques (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of the department*

The course will begin with traditional components of psychological testing, including test construction, test development, test administration and test interpretation. Specific training will be placed on frequently administered clinical tests (e.g., MMPI, WAIS, and WISC). Beyond traditional test theory, students will be exposed to contemporary evaluation devices including behavioral assessment, interview data and naturalistic observation. (Formerly PSYC 573)

## **PSYC 513 Psychopharmacology for Nonmedical Professionals (3 credits)**

This course examines modern drug treatment for mental disorders, including schizophrenia, mania, depression and anxiety. The types of drugs – antipsychotics, antidepressants, antianxiety and sedative-hypnotics – are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions. Psychotherapeutic and ethical concerns are considered.

## **PSYC 516 Multicultural Counseling (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient and population specific issues related to the life experiences of the culturally "different" client and how such experiences impact on the counseling relationship and process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with non-mainstream populations will be explored. Traditional and nontraditional culturally consonant counseling approaches will also be discussed.

## **PSYC 517 Career Information and Placement (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

This course will review concepts, issues, and trends in the field of career education. It is designed to consider the role of the counselor in the career decision making process, as well as current issues in the facilitation of career decisions for women, men, couples and "minority" persons. Topics will include, but may not be limited to, selected theories of career-life planning and development; techniques designed to bring about greater awareness of needs, values, interests and abilities related to career decision-making; and a range of techniques counselors may choose to facilitate work with clients. Pre-practicum field component included.

## **PSYC 518 Theory and Process of Group Interaction (3 credits)**

*Prerequisite: Admission to MA in psychology program or consent of instructor*

An examination of the theories and processes of group dynamics and their relationship to counseling philosophy. Special emphasis will be placed on the synthesis of leadership, membership, and purpose, as well as the evaluation of the appropriateness of various group counseling applications.

## **PSYC 519 The Facilitation of Group Experience (3 credits)**

*Prerequisite: CNGC 538 or consent of instructor*

An introduction to the concepts and practices of facilitating various types of group experiences. A number of leadership methods will be presented, and each participant will experience a leadership role under controlled circumstances.

## **PSYC 520 Theories of Development (3 credits)**

*Prerequisite: PSYC 224; and PSYC 360 or equivalent; and consent of instructor*

This course will contrast and compare the major models of development: cognitive-structural, psychoanalytic and behaviorist, with special emphasis on their a priori assumptions and research strategies. Works of Piaget, Werner, Freud, Erikson, Skinner, Spence and others will be examined.



---

## **PSYC 525 Cognitive Development (3 credits)**

*Prerequisite: PSYC 224 or equivalent; and consent of instructor*  
The development of the cognitive processes, including perception, language, intelligence and memory. Throughout the life cycle, the major focus will be on the growth of basic systems and strategies for representing information symbolically. The work of cognitive theories such as Berlyne, Bruner and Piaget will be considered.

---

## **PSYC 526 Childhood Psychopathology (3 credits)**

*Prerequisite: PSYC 224 and PSYC 327, or equivalents*  
The nature, etiology, consequences and prevention of the major emotional disorders of children, considered from a developmental viewpoint. Areas include emotional problems of normal children as well as serious psychopathology. Primary emphasis is on psychological factors responsible for deviance. Some attention to organic and constitutional factors.

---

## **PSYC 541 Psychotherapy: Theory and Practice I (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*  
An examination of short-term/focused psychotherapy usually practiced in a managed care environment. Attention is given to treatment planning, strategies of intervention for symptom reduction, and management and utilization of community resources.

---

## **PSYC 542 Psychotherapy: Theory and Practice II (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*  
An examination of cognitive therapy for the treatment of psychological disorders. The theory base of Beck, Ellis, and others is utilized to focus on the role of cognition in the development and maintenance of such states as depression, anxiety, and personality disorders. Strategies for intervention and treatment are included.

---

## **PSYC 543 Marital and Family Therapy (3 credits)**

*Prerequisite: Matriculation in MA program in psychology or consent of instructor*  
This course is an examination of the treatment strategies for marital and family systems. Attention will be given to:  
1) history and development of marital and family therapy,  
2) current schools of therapy,  
3) strategies of intervention,  
4) the role of the therapist in marital and family work,  
5) professional standards for marital and family therapy.

---

## **PSYC 575 Psychopathology (3 credits)**

*Prerequisite: Matriculation in psychology MA program or consent of instructor*  
An examination of the classification, symptoms and treatment of the types of psychopathology listed in the DSM III-R or its revisions. Special focus will be given to differential diagnosis issues and intervention strategies.

---

## **PSYC 591 Clinical Practicum (3 credits)**

*Prerequisite: Both the completion of the first year coursework (PSYC 505, PSYC 506, PSYC 509, PSYC 511, PSYC 512, PSYC 575) and the approval of the Psychology Graduate Committee*  
The Clinical Practicum will prepare students to work in mental health settings, providing opportunities to observe and assist under supervision. 100 hours required, including a minimum of 40 hours direct service work; 10 hours of individual supervision; and 20 hours of group supervision. One cr/sem: complete in two semesters, 50 hrs/sem, working 3.5 hrs/wk. Two crs: complete in one semester, for 100 hours, working 7 hrs/wk. May be taken more than once but must total minimum of 100 hours (2 crs).

---

## **PSYC 592 Internship (3-6 credits)**

*Prerequisite: PSYC 591 and matriculation in MA program in psychology; consent of department; formal application required*  
The internship will allow students to apply the skills acquired through classroom and practicum work. Students will be placed in mental health settings and will receive extensive supervision. Required 600 hours, including a minimum of 240 hours direct service work, 15 hours of individual supervision, and 30 hours of group supervision. It may not be taken for more than six credit hours in a single semester. Once begun, the internship must be taken in consecutive semesters. May be completed in two semesters (six credits each semester) for 300 hours each semester, working 20 hours each week, or completed in four semesters (three credits each semester) for 150 hours each semester, working 10 hours each week. Must be taken more than once and must total a minimum of 600 hours (12 credits).

---

## **PSYC 593 Advanced Applied Clinical Seminar (3 credits)**

*Prerequisite: Matriculation in graduate program in psychology; and concurrent registration in PSYC 592; or consent of instructor*  
Students registering for PSYC 592 Internship must register concurrently for PSYC 593. This course will provide students with a forum for discussion and in-depth analysis of issues related to their internship experience. Students will have the opportunity to further examine and apply psychotherapeutic techniques. During this time, students will be actively working with clients as part of their internship. Emphasis will be placed upon further refinement of a student's personal style and self-awareness. Use will be made of audio and videotape, as well as of role playing observation. Broader issues, including multiculturalism, human development, technology and context (e.g., urban, rural, suburban) will be integrated throughout the seminar.

---

## **Other Approved Courses**

PSYC 351 Psychology of Art  
PSYC 385 Environmental Psychology  
PSYC 514 Attitude Change Research  
PSYC 515 Controversies in Social Psychology  
PSYC 516 Multicultural Counseling  
PSYC 517 Career Information and Placement  
PSYC 518 Theory and Process of Group Interaction  
PSYC 519 The Facilitation of Group Experience  
PSYC 520 Theories of Development  
PSYC 525 Cognitive Development



PSYC 526 Childhood Psychopathology  
 PSYC 528 Seminar in Clinical Child Psychology  
 PSYC 540 Cognitive-Perceptual Psychology  
 PSYC 543 Marital and Family Therapy  
 PSYC 551 Advanced Seminar in Personnel  
 PSYC 552 Employee Evaluation Techniques  
 PSYC 553 Theories and Research in the Psychology of Motivation  
 PSYC 572 Community Psychology and Mental Health  
 PSYC 576 Transpersonal Psychology

## READING (READ)

### READ 503 Directed Study (credit to be arranged)

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

### READ 540 Early Childhood Literacy Instruction (3 credits)

Intended as a content area graduate course in reading for the early childhood educator, this course features many instructional practices that promote language, literacy, and learning in the young learner. In a review of current research teachers learn and apply identified "best practices" in listening, speaking, reading, writing and thinking. Topics include linguistics, discourse, concepts of print, phonemic awareness, phonics, comprehension, authentic assessment, shared reading and writing, and guided reading and writing. Through an understanding of theories that support best practices, teachers develop specific strategies for observing and supporting young learners as they become successful, independent, and thoughtful readers and writers. *Spring, summer session II and fall*

### READ 541 Elementary School Literacy Instruction (3 credits)

Intended as a content area graduate course in reading for the elementary school educator, this course features many instructional practices that promote language, literacy and learning in the developing literate. In a review of current research teachers learn and apply identified "best practices" in listening, speaking, reading, writing, viewing and producing. Topics include assessment, word analysis, vocabulary, narrative and expository text structures, guided reading and writing, comprehension strategies and study skills. Through an understanding of theories that support best practices, educators develop specific strategies for observing and supporting students as they become successful, independent, and thoughtful readers and writers. *Spring, summer session II and fall*

### READ 545 Global Literacies: Discovering the World in the Elementary Classroom (3 credits)

Master's candidates who are practicing teachers continue to prepare for their role in the Massachusetts classroom by considering, examining, practicing and planning for effective teaching and learning environments. Through the application of

an enquiry-based, cross-curricular approach to literacy instruction they will discover that the human world can be a central feature of the language arts plan. The course is designed to provide practical approaches, materials and plans for engaging children in the discovery of the nature of the planet earth, the nature of human beings as a species and the nature of global social structures, all in the context of the immediate world in their neighborhood.

### READ 546 New Literacies for Internet Comprehension (3 credits)

*Prerequisites:* Access to a personal computer/laptop with printer and regular access to Internet connection, browsing capability and e-mail. May not be audited. Please see BSC Web site for information about Web and Web-based courses.

This course seeks to qualify educators in preparing youth for the challenges of reading comprehension in an age of online information through research based instruction and Web inquiry. Leu, Kinzer, Coiro, and Cammack (2004) identify these five skills as asking questions, locating information, critically evaluating information, synthesizing information and communicating information. "New literacies" is the term referred to as these reading comprehension skills require novel strategies on the Internet and take a new literacies theoretical perspective. Educators develop an in-depth understanding of the role of the Internet in literacy development and the impact of the historical connections between literacy, learning, technology and culture.

### READ 549 Reading in the Content Areas (3 credits)

In a workshop format, educators use their own textbooks to develop exercises that aid their students in comprehending expository text. Direct and indirect strategies for teaching vocabulary, reading processes, skill acquisition, study guides and levels of questioning are analyzed and utilized as they apply to different content material. Includes 25 hours of fieldwork. May not be audited.

### READ 550 Improving Literacy Instruction (3 credits)

Educators are introduced to the subject matter that constitutes effective literacy instruction (all levels). They examine classroom practices that are consistent with the socio-psycholinguistic theories of learning and develop a knowledge base of literacy instruction that benefits students' comprehension of text. Includes 25 hours of fieldwork. May not be audited. *Spring, summer I and fall*

### READ 551 Case Studies in Literacy Acquisition and Development (3 credits)

Through case studies, educators develop their understanding of language, literacy, and learning. Knowledge of the reading and writing processes provides the foundation for instruction and assessment. Includes 25 hours of fieldwork. May not be audited. *Summer II and fall*

### READ 552 Literacy Assessment Principles and Techniques (3 credits)

*Prerequisite:* READ 551 and program matriculation, or consent of program coordinator  
 Educators use formal and informal diagnostic procedures to

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



measure, monitor and report literacy processes and behaviors: elements of letter knowledge, word knowledge, syntactic knowledge, schematic knowledge and studying and thinking strategies. With an understanding of these principles and techniques, they engage students through diagnostic instruction and careful monitoring for individual gains and (when appropriate) remediation. Includes 25 hours of fieldwork. May not be audited.

*Spring and summer II*

---

### **READ 553 Issues in Literacy Education for Social Justice (3 credits)**

*Prerequisite: READ 550 and program matriculation; or consent of program coordinator*

Educators prepare for their role as literacy specialists and consultants through extensive reading, writing, research discussion, and debate. They advance their thinking in a range of complex political and educational issues that impact our local, national, and global communities. Includes 25 hours of fieldwork. May not be audited.

---

### **READ 554 Research in Literacy Teaching and Learning (3 credits)**

*Prerequisite: Matriculation in the MEd in Reading*

Literacy professionals access, analyze, and evaluate evidence-based research in literacy assessment and instruction. As consumers of research they develop strategies with which a literacy educator gains knowledge about the processes of listening, speaking, reading, writing, thinking and learning. They explore numerous research traditions and methods, including ethnographic, descriptive, correlational, experimental and multivariate. They develop a thorough understanding of the methodology, data collection procedures and analysis techniques that are central to a range of literacy research assessment, and instruction perspectives and policy work. 25 hours of fieldwork is required. May not be audited.

---

### **READ 555 Supervision and Administration of Literacy Programs (3 credits)**

*Prerequisite: READ 550 and READ 552 and program matriculation; or consent of program coordinator*

Educators research examine, and appraise components of effective literacy programs (all levels). They develop strategies for creating a literate environment, organizing and planning for effective instruction, and communicating information about language and learning. Includes 25 hours of fieldwork. May not be audited. *Fall semester*

---

### **READ 556 Literacy Curriculum Development and Implementation (3 credits)**

*Prerequisite: READ 555 and program matriculation; or consent of adviser or instructor*

Educators apply the prevailing knowledge base in literacy to issues of curriculum development and implementation, with particular emphasis on bringing local instruction in line with state and national curriculum frameworks and standards. Includes 25 hours of fieldwork. May not be audited. *Spring semester*

---

### **READ 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)**

*Prerequisite: READ 550 and READ 551 and READ 552 and READ 553 and READ 554 and READ 555 and READ 556; application by adviser, field placement supervisor, program coordinator and dean of School of Education and Allied Studies and evidence of one of the following: (a) active MA DESE licensure as Reading Specialist or (b) a passing score on the Massachusetts Tests for Educator Licensure® for Reading Specialist (08)*

Master's candidates assume the role of coordinator or consulting teacher of reading in working with students and teachers in a supervised, 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. READ 558 and READ 559, fall and spring respectively, comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure as Reading Specialist (all levels) with the Massachusetts State Department of Elementary and Secondary Education. Includes 200 hours fieldwork. *Fall semester*

---

### **READ 559 Practicum Experience for the Consulting Teacher of Reading II (3 credits)**

*Prerequisites: READ 558 and application approved by adviser, field placement supervisor, program coordinator, dean of School of Education and Allied Studies*

Master's candidates expand the role of coordinator or consulting teacher of reading through leadership in their schools and communities in a supervised, 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. READ 558 and READ 559, fall and spring respectively comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure as Reading Specialist (all levels) with the Massachusetts State Department of Elementary and Secondary Education. Includes 200 hours fieldwork. May not be audited. *Spring semester*

---

### **READ 560 Literacy Research Seminar (3 credits)**

*Prerequisites: READ 552 and READ 553 and READ 554 and READ 556*

Candidates for the master's degree in reading examine, review, analyze, and reflect upon their academic and professional experiences as they relate to literacy education and continued professional development. They conduct and report on an in-depth systematic investigation of literacy programs and practices. READ 560 is a yearlong course and should be taken concurrently with READ 558 and READ 559. May not be audited.

---

### **READ 570 Special Topics in Literacy Education (1-4 credits)**

*Prerequisite: Course prerequisite may be specified depending on the nature of the topic*

Special topics of current relevance in literacy education will be offered. The topic to be addressed will be announced in pre-registration publications. May be taken more than once. May not be audited.



## **READ 650 Research in Literacy Curriculum and Instruction (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

As curriculum and instructional leaders, educators enhance their knowledge of educational research and refine strategies for using published research to support the development and implementation of changes in curriculum and instruction to reflect current socio-psycholinguistic theories and models of reading and literacy. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 651 Socio-Psycholinguistics and Critical Literacy (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

Educators review the history of reading instruction in the United States to understand the learning theories that have influenced methods and materials for classroom practice. This historical perspective provides a foundation for interaction among researchers, teachers, and curriculum developers in response to our changing knowledge about complex cognitive processes in a world of rapidly changing materials, media forms, and technologies. Educators research theoretical processes and models of reading and writing to develop an in-depth understanding of socio-psycholinguistic theories of language, literacy and learning. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 652 Cultural Foundations of Literacy (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

Educators develop a cognitive framework for literacy acquisition and development and create a synthesis of their professional knowledge of the cultural and linguistic foundations of literacy, the reading process and the strategies that enable readers to use the cuing systems of written language. The learning experience centers on experimental research using a single subject design in a readers' workshop setting. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 653 Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

Educators learn and practice a diagnostic, decision-making model for individual and group literacy instruction. They gain competence and confidence in conducting, analyzing, manipulating, and reporting ongoing, varied, and multiple measures of students' progress. A clear understanding of the fundamentals of descriptive statistics and efficient diagnostic practices explicates the interpretive processes for understanding and improving the literacy behaviors of all students in district-wide planning. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 654 Principles and Programs in Professional Development (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

Educators examine their role as professional leaders and agents of change in their schools and educational communities through the supervision and administration of reading and literacy pro-

grams. Guided by a thorough knowledge of social-constructivist approaches and of the demand for raising professional standards, they cultivate leadership through collegial partnerships and relationships that result in more effective learning and teaching practices. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 655 Case Studies in N-12 Literacy Curriculum and Instruction (3 credits)**

*Prerequisite: Matriculation in CAGS in Reading Program*

Educators act as consultants in authentic case studies of district-wide literacy programs and practices. They use a variety of techniques to assess and evaluate the effectiveness of the existing language arts curriculum. They develop a well-documented report of curriculum strengths and weaknesses, and make specific recommendations for more effective literacy curriculum content, implementation, instruction and assessment. Includes 25 hours of fieldwork. *Course restricted to cohort members*

## **READ 670 Seminar (3 credits)**

This course serves as a foundation for curriculum leadership in literacy education. Educators examine and explore educational trends, values, and vision to develop a personal statement of beliefs for literacy education at all levels. This serves as the foundation for exploring issues in critical pedagogy for multiple literacies, as essential to today's educational planning. Educators will identify an area of instructional practice for additional research. *Course restricted to cohort members*

## **READ 681 CAGS Literacy Practicum (6 credits)**

*Prerequisite: For those seeking educator licensure in Reading: Successful completion of the Massachusetts Tests for Educator Licensure® (Literacy and Communication Skills and Reading), for all. READ 650, READ 651, READ 652, READ 653, READ 654, READ 655, READ 670 and application approved by adviser, field placement supervisor, program coordinator and dean of School of Education and Allied Studies*

In this culminating experience, candidates for the CAGS in Reading provide leadership through the administration and supervision of reading/literacy programs. They use these experiences to design and implement a project in exemplary literacy practices. This project, a 200-hour, field-based investigation, establishes the candidate as a competent, confident literacy specialist and/or a consultant. The implementation, documentation and resulting multimedia electronic theses combine evidence of a successful practicum experience with documentation of exemplary practices in curriculum, instruction, and assessment. Participants, working under the guidance of the instructor/supervisor, complete their program and projects and defend them in oral comprehensive examinations.

## **READ 682 CAGS Literacy Practicum II (1 credit)**

A continuation of READ 681, this course is required only of candidates who do not complete and/or successfully defend their project and exhibit in the academic year. Such candidates will register for READ 682 each semester thereafter (fall and spring) until the project is completed. Course is graded on a (P) Pass/(N) No Pass basis. *Course restricted to cohort members*

*†May be taken for graduate-level credit*

**Note** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## RECREATION (RECR)

### RECR 199 First Year Seminar (3 credits)

*Prerequisite:* Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### RECR 230 Introduction to Recreation (3 credits)

The history of recreation from primitive human to the present. Philosophies of recreation, leisure, work and play are presented. Recreation services and career opportunities are discussed. Professional organizations and literature are reviewed.  
*Fall semester*

### RECR 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### RECR 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite:* \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information

*†May be taken for graduate-level credit*

and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### RECR 330 Theory and Principles of Leisure (3 credits)

A course designed to provide the student an opportunity to explore the impact of leisure on society and the individual. Economic, educational, social and psychological phenomena and the force each has on leisure are examined. *Offered alternate years*

### RECR 331 Outdoor Recreation Resources (3 credits)

Study of the design, effective use, management and programs of outdoor recreation and conservation areas. *Offered alternate years*

### RECR 332 Leadership and the Group Process (3 credits)

This course provides theory and experiences necessary to develop an understanding of leadership, group dynamics and effective group skills. *Fall semester*

### RECR 333 Camp Leadership and Organized Camping (3 credits)

A study of organized camps and camping programs with particular emphasis on program planning, selection and training of staff and administrative details in organized camping. *Offered alternate years*

### RECR 461 Organization and Administration in Recreation (3 credits†)

Organization and administration of recreation at public, private and commercial agencies are examined. Planning, organizing, directing, controlling and evaluating leisure services are included. *Spring semester*

### RECR 462 Programming for Recreation and Leisure (3 credits†)

The opportunity to plan, conduct, evaluate and observe a wide variety of both on-campus and community-based programs and activities. *Spring semester*

### RECR 463 Current Issues in Recreation and Leisure Service (3 credits†)

This course will provide for the study of selected current issues and changing trends in recreation and leisure service.

### RECR 475 Games Leadership Workshop (3 credits†)

This workshop is designed for people interested in building relationships through play in games. The games emphasis will move away from the familiar competitive play experience to the non-competitive, supportive and cooperative play experience. Participants will develop a repertoire of games suitable for all ages. Leadership competence will provide participants with the tools to take games to others in schools, business, community groups and the family. *Offered alternate years*



## **RECR 498 Field Experience in Recreation (3-15 credits)**

*Prerequisite: Consent of the department; formal application required*  
A field experience offers qualified students the opportunity to gain practical experience in their field of study. Placements are made in both public and private agencies and are designed to complement the student's theoretical study.

## **RECR 499 Directed Study in Recreation (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## **SOCIAL WORK (SCWK)**

### **SCWK 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **SCWK 250 Introduction to Social Welfare (3 credits)**

*Prerequisite: PSYC 100 or SOCI 102*

This course includes the analysis of the conceptions of social welfare, the historical development and function of social welfare and the value systems underlying the political, economic and social response to human needs. It offers an overview of the roles of the social worker and the varied settings in which interventions are employed. Includes a 30-hour service-learning experience. *Either semester* (CSOC)

### **SCWK 270 Social Work Issues of Diversity and Oppression (3 credits)**

This course introduces students to the concepts of diversity and oppression from a social work perspective. It provides the opportunity to define (and deconstruct), discuss and examine critically the phenomena of race, ethnicity, gender, culture, difference, power, pluralism, oppression, multiculturalism, social justice, empowerment, assimilation and social identity. It looks at various ethnic, racial, cultural and sociological populations from the perspectives of their history, identity, status, strengths, challenges, needs, power and context. (CMCL; CSOC)

### **SCWK 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **SCWK 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### **SCWK/WMST 304 The Psychosocial Development of Women (3 credits)**

This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems that appear to affect women, e.g. depression, eating disorders, etc.

### **SCWK 305 Child Welfare (3 credits)**

*Prerequisite: Nine hours in behavioral studies*

A comprehensive study of the principal child welfare services. The course will concentrate on the human service practitioner's role as a helping agent in the delivery of services. The impact of child welfare on the areas of education, sociology, psychology,



health and mental health will include aspects of these disciplines as they relate to enhancing the welfare of the child. Learners will make site visits to child welfare agencies and interview professionals providing services to children. *Either semester*

## **SCWK 320 Human Behavior and Social Environment I (3 credits)**

*Prerequisite:* SCWK 250 and one human biology course from the following: BIOL 100, BIOL 102, BIOL 110, BIOL 111, BIOL 112, BIOL 115, BIOL 117, BIOL 121, BIOL 128. SCWK 320 must be completed before SCWK 498

This sequence examines the effects of biological, psychological and socio-cultural factors upon human behavior throughout the life span. Using an ecological perspective and social systems approach, this theoretically-oriented sequence chronologically explores human development. Human diversity, the various issues that may impel persons to maladaptive behavior, and the ways in which individuals shape and are shaped by their interactions with one another and within social institutions are all areas of focus in the sequence. *Either semester*

## **SCWK 321 Human Behavior and Social Environment II (3 credits)**

*Prerequisite:* SCWK 250 and SCWK 270 and SCWK 320

This course is a continuation of SCWK 320 and examines human development from adolescence through old age. *Either semester*

## **SCWK 333 Current Issues in Aging: A Multidisciplinary Perspective (3 credits)**

*Prerequisite:* Six credits in behavioral sciences or health

In the United States and abroad, population aging is one of the most critical challenges facing national and local governments, business, social institutions, communities and families. This course will focus on issues and concepts in the field of aging with the goal of providing an overview of key elements of gerontological competency in social work. We will cover the normal physical, psychological, social and cognitive changes in latter life and examine the services and programs available to older persons and their families.

## **SCWK 334 Intervention with Family Systems (3 credits)**

Students will learn to conceptualize personal and interpersonal phenomena from a family systems perspective, to think in terms of circular rather than linear causality and to recognize patterns and sequences. Major theoretical family systems approaches will be presented, as well as basic intervention techniques. *Offered once annually*

## **SCWK 338 Introduction to Social Work Practice (3 credits)**

*Prerequisite:* Acceptance into the Social Work Program; completion of SCWK 250; and completion of SCWK 270 and SCWK 320; SCWK 320 may be taken concurrently

This course is designed to provide students with an introduction to the basic knowledge, skills and values essential to entry-level generalist social work practice. The focus will be on the application of social work knowledge and values and the development of interviewing skills as they relate to relationship building, data

collection and assessment of client systems. In addition to the two-and-a-half-hour lecture weekly, the course incorporates a 90-hour field placement.

## **SCWK 350 Social Welfare Policy (3 credits)**

*Prerequisite:* SCWK 250 and SCWK 270; or consent of instructor

This course follows the development of social welfare institutions and the societal response to human service needs. There is discussion of poverty and its effects on oppressed groups with special emphasis on African-Americans, Latino-speaking, women and the aged. Students are helped to analyze social policy. *Either semester*

## **SCWK 375 Data Analysis for Social Work (3 credits)**

This course is designed to provide students with a foundation of descriptive and inferential statistics. It prepares students to be knowledgeable consumers of social research and to do further work in statistics and research methodology.

## **SCWK 376 Social Work with Adolescents and Young Adults (3 credits)**

*Prerequisite:* Nine hours in behavioral sciences

This course aids students in developing a beginning framework for assessing and working with adolescents. This framework is broadly integrative, addressing biological, psychological, social and cultural variables. The course considers the complex transactions between individuals and their environments, especially the social welfare system. It also addresses the impact of trauma on adolescent development and the specific needs of emotionally traumatized adolescents. *Offered once annually*

## **SCWK 380 Research Methods in Social Work (3 credits)**

*Prerequisite:* SCWK 250 and SCWK 270; and SCWK 375 or equivalent

This course is designed to help social work students develop an understanding of social research methods and to equip them with the tools to measure the effectiveness of their practice and the quality of the services provided by human service agencies. The ethics, politics and utility of social research methods in all aspects of social work practice are explored. Particular emphasis is placed on research methods and applications unique to social work such as single-subject design studies and human services program evaluation. *(Formerly SCWK 440)*

## **SCWK 392 Treating Childhood Sexual Abuse (3 credits)**

*Prerequisite:* Six hours/credits in psychology or sociology

This course will introduce the student to the many ways in which child sexual abuse affects a young child and family. Beginning with a brief historical overview of sexual abuse of children and our society's response to it, we will examine theoretical models for understanding abuse. The course will address the ways in which sexual abuse impacts the development of infants, toddlers and adolescents, and will include a discussion on treatment approaches for social workers and other practitioners. *Offered once annually*



## SCWK 399 Special Topics in Social Work (3 credits)

*Prerequisite:* Nine hours in behavioral sciences

Various topics in social work will be offered from time to time. Topics will be announced prior to registration. May be taken more than once. *Either semester*

## SCWK 415 Social Services in Alcohol and Substance Abuse (3 creditst)

*Prerequisite:* SCWK 250 and SCWK 270

The course provides an overview of the problem of alcoholism and the various programs that deal with the problem. It has been designed primarily for students who have an interest in the area of alcoholism and substance abuse and either may be considering a career in treatment for alcoholism or may merely wish to expand their area of competence. The course focuses on the central issues of causation, resources, management, and treatment from a social work perspective. Students need to understand how the various programs and human service systems are planned, organized and evaluated. Students are introduced to theory and practice in relation to the functions that form the basis of various programs and services. Agency visits may be made. *Either semester*

## SCWK 431 Social Work Practice with Individuals, Families and Groups (3 creditst)

*Prerequisite:* SCWK 338

This course will integrate knowledge of assessment skills and intervention approaches that will enable client systems to function more effectively in view of both internal processes and sociopolitical pressures in their life situations. Strategies will be drawn from generalist practice. *Either semester*

## SCWK 432 Social Work Practice with Communities and Organizations (3 creditst)

*Prerequisite:* SCWK 338

This course deepens and expands generic social work skills and applies them to macro-level analysis and intervention in organizations and communities. *Either semester*

## SCWK 435 School Social Work – History, Theory and Issues (3 creditst)

*Prerequisite:* SCWK 250 and SCWK 330 for social work majors; SCWK 250 and instructor's consent for non-majors

This course will begin by examining the school as an ecological unit created to educate and socialize children. The evolution of school social work within this system will be traced from its inception in 1906 to the present. The three traditional models of school social work will be explored: home/school linkage, direct service provider and team member. Issues of confidentiality, team building, and assessment and referral will be discussed. The student will acquire an understanding of the application of the social work methods of casework, group work, and community organization as practiced in the school with children in crisis and with special populations and problems. *Either semester*

## SCWK 437 Social Work with Multicultural and Multiethnic Families (3 creditst)

*Prerequisite:* Nine hours in behavioral sciences

This course examines social work practice with culturally and racially diverse families through study of relevant theory, case studies and the identification of personal issues and values. This course also examines contemporary issues as they affect social service delivery to families made vulnerable because of ethnic, cultural or racial biases.

## SCWK 446 Social Work Practice with Groups (3 credits)

This course is designed to introduce students to the fundamentals of generalist practice social work with groups. The roles of group members, the functions and responsibilities of the leader, and the ethical principles for the conduct of group work are examined. Through the use of small group experiences, attention is given to problem solving and the development of skills in observing, developing, and evaluating the small group construct and process. Students are oriented to the development of culturally sensitive, professional skills that maximize group functioning and goals. *Offered once annually*

## SCWK 485 Honors Thesis (3 credits)

*Prerequisite:* Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Department Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the department honors committee. *Either semester*

## SCWK 498 Field Experience in Social Work (6 credits for each semester)

*Prerequisite:* Admission to the social work program; SCWK 320 and SCWK 338; consent of department; formal application required

The field experience provides opportunities for students to learn how to apply knowledge and to develop skills in direct services to clients under the direction of a qualified agency field instructor. A minimum of 410 hours is spent in a wide variety of community agencies from September-May of the senior year. This experience continues to build upon the practice sequence of SCWK 330, SCWK 431, and SCWK 432. A weekly seminar throughout the year allows students to integrate social work theory and practice into a unified whole as part of their development as beginning professional practitioners. *Both semesters in fall-spring sequence*

## SCWK 499 Directed Study in Social Work (1-3 credits)

*Prerequisite:* Consent of the department, formal application required  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*



---

## **SCWK 500 Introduction to Social Welfare Policy: History, Programs and Issues (3 credits)**

*Prerequisite: Matriculation in the MSW program*

The course introduces students to the American social welfare systems and the social policies that serve as its underpinnings. It provides a historical perspective, with attention to important social, economic and political contexts. Analysis of different values and ethical positions will illustrate the degree to which they promote social and economic justice and serve underrepresented populations. Students will be introduced to a framework for policy analysis for use in evaluating policy responses to key social problems including poverty, health care, substance abuse, housing, child welfare, mental health, hunger and issues facing the elderly. Special attention will be paid to social problems and policy responses in Southeastern Massachusetts. *Offered once annually*

---

## **SCWK 502 Dynamics of Diversity and Oppression (3 credits)**

*Prerequisite: Matriculation in MSW program; may be taken concurrently with SCWK 500*

This course introduces students to the concepts of diversity and oppression in our society as a foundation for the later infusion of these concepts throughout the MSW curriculum. Students will explore the dynamics of diversity, power differences and oppression as part of an examination of systems of privilege and disadvantage based on race, gender, age, sexual orientation, (dis)ability, class and economic status, religion and other forms of social differentiation and stratification. *Offered once annually*

---

## **SCWK 503 Directed Study (credits to be arranged)**

*Prerequisite: Consent of the MSW program director*

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

---

## **SCWK 508 Introduction to Social Policy (3 credits)**

*Prerequisite: Matriculation in the MSW program; SCWK 500 and SCWK 502*

This course offers students an opportunity to develop the knowledge, skills and attitudes necessary to become effective policy advocates. As policy advocates, social workers work to influence and change social policies in communities, agencies or legislative settings, with the goal of addressing social problems, increasing social justice and assuring access to essential social resources, especially for groups that lack relative power in our society. The course will introduce skills for analyzing, developing, implementing, and assessing policy at varying levels of sponsorship and implementation. *Offered once annually*

---

## **SCWK 510 Human Behavior in the Social Environment I (3 credits)**

*Prerequisite: Matriculation in the MSW program; may be taken concurrently with SCWK 500 and SCWK 502*

This course introduces students to the multiple contexts in which people function – communities, organizations and families

– and to the theoretical base that underlies social work practice. Building on the contributions to our understanding of human functioning provided by biology, psychology, sociology, economics and political science, it explores the challenges and opportunities created by multiple systems and by diverse and sometimes conflicting theoretical explanations of human behavior.

*Offered once annually*

---

## **SCWK 511 Human Behavior in the Social Environment II (3 credits)**

*Prerequisite: Matriculation in MSW program; SCWK 500 and SCWK 502 and SCWK 510*

This course will present theories related to strengths-based practice such as social constructivism, narrative theory and family systems theory which foster understanding of resiliency used throughout the lifespan to face selected developmental challenges. A life span approach will highlight the common development themes of each stage along with an appreciation of inherent strengths that come from an integrated biopsychosocial cultural and familial understanding. *Offered once annually*

---

## **SCWK 512 Human Behavior in the Social Environment III: DSM-IV-TR (3 credits)**

*Prerequisite: Matriculation in MSW program; SCWK 500 and SCWK 502 and SCWK 510 and SCWK 511*

This course will expose students to multiple perspectives in assessing and diagnosing children, adolescents and adults. Students will learn how to assess a client system within the framework of the mental health system which relies on the DSM-IV-TR. Students will use direct experience with their clients to understand the impact of mental illness on a client and on family functioning. The ethics of using these assessments will also be explained. *Offered once annually*

---

## **SCWK 530 Social Work Practice I (3 credits)**

*Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 590*

This course introduces social work practice skills for working with individuals, families, and small groups. Students are introduced to the problem-solving process and to the process of building a professional relationship. Policies, purposes, and functions of social service agencies are examined. Attention is given to the development of culturally congruent social work practice skills in relation to age, ethnicity, gender and other variables.

---

## **SCWK 531 Social Work Practice II: Groups and Community-Based Practice (3 credits)**

*Prerequisite: Matriculation in the MSW program; SCWK 530 and SCWK 590; must be taken concurrently with SCWK 591*

This course introduces the knowledge, skills and values needed to enhance the responsiveness of communities and organizations to the needs of their constituents. The health and resilience of individuals and families depends substantially on the policies and practices of the communities and social institutions in which they dwell. The course aims to prepare social workers to work with community members to ensure the provision of needed resources



to all and to enable human services agencies to deliver effective services. Techniques for analyzing communities and organizations and skills for facilitating system change such as coalition-building, lobbying, and using the media will be covered.

## **SCWK 540 Introductory Social Research (3 credits)**

*Prerequisite: Matriculation in the MSW program; SCWK 500 and SCWK 502 and SCWK 530*

This course introduces students to the role of research in social work and familiarizes students with the basic concepts and methods of social science research. It emphasizes ethical decision-making within the research process as it introduces students to research techniques including surveys, experiments, single-subject designs, qualitative methods and program evaluation. The stages of the research process including question formulation and hypothesis generation, research designs development of research instruments, and understanding findings will be addressed. Throughout, attention will be paid to the evaluation and application of existing social science research in social work practice and to the contributions made by social workers to new knowledge. *Offered once annually*

## **SCWK 541 Research: Evaluating Practice (3 credits)**

*Prerequisite: Matriculation in MSW program, SCWK 500 and SCWK 502 and SCWK 530 and SCWK 540*

The second required course in the research sequence builds on the skills introduced in SCWK 540 and introduces students to issues and procedures involved in analyzing social science research data. Students will learn what questions to ask regarding the selection of analytic strategies, how to understand the data analysis process, and how to use SPSS as an analytic tool. They will increase their skills in evaluating the data analysis decisions of other researchers, and, thus, their findings. They will also be introduced to the process of presenting analytic data through graphs and tables and through written reports.

*Offered once annually*

## **SCWK 550 Social Work Practice III: Intergenerational Strengths-Based Practice with Families (3 credits)**

*Prerequisite: Matriculation in the MSW program or as an Advanced Standing student; SCWK 530 and SCWK 531 and SCWK 590 and SCWK 591; must be taken concurrently with SCWK 592*

This is the first of two concentration practice courses. This course will present theoretical analysis of clinical models for working with families and integrate those models with current best practices for social work practice. This course will also focus on community employed models of community intergenerational family-based social work practice with diverse families.

*Offered once annually*

## **SCWK 551 Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals (3 credits)**

*Prerequisite: Matriculation in the MSW program; SCWK 550 and SCWK 592; must be taken concurrently with SCWK 593*

This is the second of two concentration practice courses. This course will present theoretical analysis of clinical models for working with individuals and integrate those models with current

best practices for social work practice. This course will also focus on community employed models of community intergenerational individual-based social work practice with diverse individuals.

*Offered once annually*

## **SCWK 570 Integrative Seminar I (3 credits)**

*Prerequisite: Matriculation in the MSW program; SCWK 550 and SCWK 591; must be taken concurrently with SCWK 551 and SCWK 593*

This capstone course provides an opportunity for students to synthesize, expand and apply the learning achieved during the MSW program. Focusing on the program's theme of intergenerational family-based practice utilizing a strengths and resiliency model of intervention, students will engage in a planned change process on behalf of populations at risk. They will apply their knowledge of human functioning, policy analysis, program evaluation and new program development to preparing a comprehensive approach to social work practice. *Offered once annually*

## **SCWK 572 Social Policy II (3 credits)**

*Prerequisite: Admission to the MSW program*

The theory, knowledge, research values and skills of social welfare integrational family policy and service analyses/advocacy/practice are examined in the course. Emphasis is placed upon the processes and methods for understanding, analyzing, and advocating social welfare intergenerational family policies/services at the local, state and federal levels.

## **SCWK 580 Special Topics (1.5-3 credits)**

*Prerequisite: Matriculation in the MSW program or consent of instructor*

Special topics of current relevance in social work will be offered each semester. Topics to be addressed will be announced in the course schedule. This course may be taken four times with different topics for a maximum of 6 credits.

## **SCWK 590 Field Practice and Seminar I (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 531*

This is the first of a two-semester practicum that provides for the integration of the student's learning into the field. Students are placed in a single social work setting for 16 hours per week, working directly under the supervision of an MSW professional. Students meet in lecture sessions once a week for two hours for the purpose of integrating field practice experiences and the application of social work theory, knowledge, skills and values. Barriers to full participation by the disadvantaged in society's economic, political, and social processes are explored, as are the economic and ethical challenges to professional practice.

*Offered once annually*

## **SCWK 591 Field Practice and Seminar II (3 credits)**

*Prerequisite: Matriculation in the MSW program and SCWK 531*

This is the second of a two-semester practicum that provides for the integration of the student's learning into the field.

*Offered once annually*



## SCWK 592 Field Practice III (4 credits)

*Prerequisite: Matriculation in the MSW program and consent of MSW coordinator*

This is the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. *Offered once annually*

## SCWK 593 Field Practice IV (4 credits)

*Prerequisite: Matriculation in the MSW program; consent of the MSW coordinator; SCWK 592*

This is the second semester of the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. *Offered once annually*

## Other Approved Courses

- SCWK 150 Introduction to Social Work
- SCWK 376 Social Work with Adolescents and Young Adults
- SCWK 400 Social Services in the Health Care Field
- SCWK 398 Junior Year Fieldwork Practice
- SCWK/HEAL 403 Interdisciplinary Approaches to the Delivery of Health Services
- SCWK 506 A Diversity Framework for Social Work
- SCWK 507 A Strengths and Resilience Framework

## SOCIOLOGY (SOCI)

### SOCI 102 Introduction to Sociology (3 credits)

This course covers such areas as social structure, basic human institutions, analysis of social processes and major social forces. *Either semester (CSOC; CMCL)*

### SOCI 103 Social Problems (3 credits)

Contemporary social problems which are reflected in the behavior of individuals, but whose origins and causes lie outside of individuals. Topics treated will include drug abuse, crime, juvenile delinquency, divorce and other family problems, mental illness and other health problems, social class, and selected social issues. *Either semester (CSOC; CMCL)*

### SOCI 104 Global Social Problems (3 credits)

This course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short- versus long-term planning and cooperation versus competition. *Either semester (CSOC; CGCL; CMCL)*

### SOCI 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### SOCI 203 The Family (3 credits)

*Prerequisite: SOCI 102 or consent of instructor*

This course examines the family as a social institution in terms of its historical and cultural development. Students will also analyze psychological and social factors of contemporary family life. *Either semester (Formerly SOCI 303)*

### SOCI 204 Gender, Sexuality and Society (3 credits)

*Prerequisite: SOCI 102 or consent of instructor*

Sexuality is a central aspect of human social life. This course closely examines the theories, concepts, practices, and ramifications relating to issues of sex, gender, sexuality and identity. It will increase students' understanding of the connections between human sexual attitudes and behaviors and larger social forces, and will examine taken-for-granted societal assumptions about human sexuality. Topics include the social construction of sex, gender, and sexual orientation; the interaction of gender roles and sexual attitudes; pornography; prostitution; date rape; and sexual harassment. (CSOC; CMCL; CWRT)

### SOCI 205 Sports in Society (3 credits)

*Prerequisite: SOCI 102 or consent of instructor*

Sport is a multi-dimensional phenomenon. It is so pervasive in the Western world that its mark has been stamped on every social institution. This course will use the conceptual frameworks, theories, and research methods of sociology to look at and better understand sport within the social context. The course will examine specific problems such as those faced by women in sport, ethnic outsiders and iconic sports figures. Topics including politics, education, deviance, the family, collective behavior, violence and stratification will be addressed. *Offered alternate years*

### SOCI 206 Cities and People: Urban Sociology (3 credits)

*Prerequisite: SOCI 102 or consent of instructor*

This course examines cities and urbanization in comparative perspective. It will also focus on changing urban social structures, the nature of city life, urban planning and grassroots participation in urban change. *Offered alternate years, spring semester (Formerly SOCI 306)*



## **SOCI 207 Social Inequality (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course explores inequality in the U.S. within a global context. The class focuses on the major dimensions of social inequality: class, race and ethnicity, and gender. It examines the causes, processes, and consequences of inequality and stratification. Topics covered include wealth and poverty inequality, crime, and criminal justice inequality and health; education and social mobility; and policy questions related to inequality and poverty. *Every semester (Formerly SOCI 304)*

## **SOCI 208 Sociology of Religion (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

Comparative study of religious systems and institutions; function and role of religion and the church in society; professional status, history and relations of the clergy. *Spring semester (Formerly SOCI 108)*

## **SOCI 211 Homelessness in U.S. Society (3 credits)**

*Prerequisite: SOCI 102*

This course will explore the causes of and possible solutions to homelessness as a feature of contemporary life in urban, suburban and rural settings. The course will also examine homelessness in the context of what home means for us as individuals and as a society. Although home means different things for different people, it is generally understood as a socializing force that shapes how we understand both the world and ourselves. This course examines cultural conceptions of home as an anchor for personal identity. (CSOC; CWRT)

## **SOCI 214 Middle Eastern Societies (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course introduces the cultures and social structures of Middle Eastern societies, with a focus on social change in the region. Topics covered include the role of Islam, patterns of leadership, the distribution of wealth and power, family patterns, the position of women and the nature of work. *Every semester (CSOC; CGCL; CMCL)*

## **SOCI 215 Death, Dying and Bereavement (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

The study of death deals with questions at the roots of human experience. Encounters with death are individual, yet socially constructed. Human reactions to death and the rituals surrounding it are influenced by various social factors including family, peers, gender, race and ethnicity and our own identity. This course will help students appreciate the diversity of death and bereavement practices and will offer students critical-thinking skills that will be useful as they encounter death-related issues. Topics will include end-of-life care, suicide, euthanasia, funeral practices, bereavement and loss and near death experiences. (Formerly SOCI 317)

## **SOCI 217 East Asian Societies: China and Japan (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course examines the cultural and social structure of traditional and modern China and Japan. The course will focus on topics such as work and economy, rural urban contrasts, fam-

ily and kinship, the position of women and the relationships between state and society. The course will conclude with an assessment of the positions of these two societies in the contemporary world. (CSOC; CGCL; CMCL)

## **SOCI 218 Chinese Society and Culture (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course provides a general introduction to Chinese society and culture. It examines the structure of Chinese society and the characteristics of Chinese culture. The course pays particular attention to China's economic reform and its social and political consequences. Topics covered include Confucianism, Chinese martial arts, free market within a communist regime, China's political future, changing Sino-U.S. relations, and growing prosperity and inequality in China. (CSOC; CGCL)

## **SOCI 219 Population and Society (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course describes the mutual influence of demography and social structure. Trends in population growth and their effect on industrialization and urbanization will be covered in the context of developed and Third World nations. *Alternate years (CSOC; CWRT)*

## **SOCI 220 The Developing World (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course introduces the sociological aspects of comparative international development and the role of the developed world in that process. The course will address issues such as industrialization, urbanization, education, globalization, population growth, environmentalism, class structures, political structures, and contrasting development models. *Fall semester (CSOC; CGCL; CMCL)*

## **SOCI/CRJU 227 Deviance and Social Control (3 credits)**

*Prerequisite: SOCI 102 or CRJU 201 or consent of instructor*

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *Every semester (Formerly SOCI/CRJU 327)*

## **SOCI 228 Criminology (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course will be concerned with theories of crime causation, and perspectives on administration, treatment, prevention and prediction. Consideration will be given to the influence of social class and other factors in criminal behavior. *Every semester (Formerly SOCI 328)*

## **SOCI/CRJU 255 Juvenile Delinquency (3 credits)**

*Prerequisite: SOCI 102 or CRJU 201 or consent of instructor*

Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *Fall semester (Formerly SOCI/CRJU 355)*



---

## **SOCI 265 Sociology Study Tour (3 credits)**

*Prerequisite: Consent of instructor and application through the International Programs Office*

This course will offer students a first-hand, supervised, cross-cultural travel and study experience from a sociological perspective. Students will participate in lectures, site visits, research and other academic experiences. Pre-departure and while traveling, students will learn about local society and culture, both current and historical, and have the opportunity to study and experience arts, religious traditions, political organizations, economy, sustainability, folklore and family life. This course may be taken twice for credit for travel to different destinations.

---

## **SOCI 280 Genocide and Political Violence (3 credits)**

*Prerequisite: SOCI 102 or SOCI 104 or consent of instructor*

This course explores the perplexing and disturbing reality of widespread genocide and political violence throughout the world, particularly during the course of the 20<sup>th</sup> century and into the new millennium. We will explore the causes of genocide, what constitutes genocide, how genocide is rationalized and allowed to continue and what ends genocide. Case studies covered may include the Holocaust, Armenia, Rwanda, Burma, El Salvador, Guatemala, Nicaragua, Argentina, East Timor, Chiapas, Sierra Leone, Uganda, Sudan, Bangladesh, Tibet and Congo. *Spring semester*

---

## **SOCI 290 Seminar: Social Theory (3 credits)**

*Prerequisite: SOCI 102 or consent of instructor*

This course addresses the history of social theory and selected topics in modern social theories, analysis of alternative conceptual approaches and their methodological requirements. For majors in sociology and behavioral sciences. *Either semester (Formerly SOCI 400)*

---

## **SOCI 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_199 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **SOCI 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **SOCI 302 Cyberspace and Society: Sociological Perspectives (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course examines the social implications of new digital and communications technologies, especially the Internet and the World Wide Web, from a sociological perspective. Students will use the Internet and the Web to study both. Topics covered include the origins and development of the Internet and the Web, the visions underlying both, and their potential for transforming social life both positively and negatively. The course will also focus on inequality (the "digital divide"), the role of the Internet in developing community, the implications of the Internet and the Web for the control over and access to information, the social and cultural effects of technological change, and the effects of the Internet and the Web on work, economy and community. The course will also examine race, ethnicity, class and gender in relation to the digital divide.

---

## **SOCI 305 Sociology of Education (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course examines schools as social organizations, the culture of schools, the relationships between education and social stratification and the sociology of educational reform. All levels of education are considered, from kindergarten through higher education. *Fall semester*

---

## **SOCI 307 Medical Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

Concepts of health, illness, disease, and health care analyzed from the perspectives of patient (client), practitioner and relevant third parties. Medicine will be analyzed as a social system, with attention to factors in the physical and sociocultural environment and case materials will be drawn from non-Western as well as Western societies. *Offered alternate years, fall semester*



## **SOCI 310 Women and Crime (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology. *Fall semester*

## **SOCI 312 Discrimination and Prejudice (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course is a study of the relationship between majority and minority groups in America, with attention to the domination of categories of people on the basis of their race, sex, age, ethnicity and/or religion. Theories and data will be presented concerning the development, maintenance and operation of discrimination and prejudice and the relationship between them. *Fall semester*

## **SOCI 313 Family Violence (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

This course examines violence in the family from sociological and criminological perspectives. It also examines the response of the criminal justice system to family violence. The course examines the extent, types and causes of violence in families and domestic units and will also analyze the reasons why most family violence is directed against women and children. The course considers recommendations for family intervention and policies for the prevention of family violence, as well as the social and legal implications of those recommendations. *Alternate spring semesters*

## **SOCI 315 Race and Ethnicity in America (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course explores debates on diversity within the U.S. by taking a sociological perspective on the experiences of various racially and ethnically defined groups and on the relations among those groups. Drawing on a sociological approach to immigration, race and ethnicity, stratification and conflict, the course focuses on the role of power, privilege and access to resources in the social construction of race and ethnicity. The course will also examine important policy debates, including those over Affirmative Action, poverty, crime and criminal justice; inequality and health education and social mobility; and policy questions related to inequality and poverty. *Fall semester*

## **SOCI 316 Social Movements (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

Many societies have been shaped by and continue to be affected by a politically diverse array of social movements. In the United States, social movements focusing on temperance, abolition, labor, civil rights, women's rights, fundamentalism and envi-

ronmental issues have played major roles. This course provides an overview of social movements and their effects on cultures, societies and individuals. Topics covered include the structures and stages of social movements, and theories of the emergence of social movements.

## **SOCI 322 Sociology of Childhood (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course recognizes and examines childhood as a social construction that differs within various historical, economic, social and cultural contexts. Topics covered will include socialization; peer culture; the institutionalization of childhood; the racial, cultural, economic and gender dimensions of childhood; and the emergence of adolescence. *Alternate spring semesters*

## **SOCI 323 Sociology of Adolescence (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course provides a critical examination of adolescence in North American societies, focusing on the causes and consequences of the lengthened period in which the transition to adulthood occurs. It provides a brief history of adolescence research identifying a select set of topics, themes and research problems that guide current research on adolescence and youth. These themes include, but are not limited to, peer group relations, biological influences on adolescence, employment experiences, increased autonomy, racial and gender differences, youth culture, dating patterns, family and education. Special emphasis will be placed on the relationship of adolescents' social roles to processes of social change and stability. *Offered alternate years*

## **SOCI 326 Social Gerontology – Sociology of Aging (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course will focus on aging in America as a social problem. Topics covered will include reasons for the view of aging as a problem, the impact of aging on individuals and society, sociological theories of aging and proposed ways of alleviating or eliminating aging as a problem. *Spring semester*

## **SOCI 330 Women's Roles: Sociology of Sex and Gender (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

An analytical study of the relation of sex to power and influence in society. Differentiation in sex roles as affected by the economy and reinforced by other institutions. New alternatives for women. *Spring semester*

## **SOCI 332 Sociology of Organizations (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

Analysis of the emergence, structure, function, culture and social significance of complex organizations. Emphasis will be placed upon the results of research in hospitals, schools, prisons and military and industrial organizations. Attention will be given to informal associations and organizational change. *Spring semester*



---

## **SOCI/CRJU 334 White Collar Crime (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

Broadening the definition of crime, this course will study behavioral systems involved in the commission of white collar crimes in complex structures such as government bureaucracies, multi-national corporations and underground systems. The modern institutional factors – political and social – permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined. *Spring semester*

---

## **SOCI 338 Game Theory and the Law (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course will use game theory to study how legal rules affect the way people behave. Game theory as a tool of analysis offers powerful insights into how people make decisions. This course conveys the concepts and methods of game theory through analysis of legal problems, including criminal law, torts, contract law, antitrust, bankruptcy and civil procedure, etc. The applications emphasize the ways to restructure institutions to encourage mutually advantageous outcomes. (CSOC; CQUR)

---

## **SOCI/CRJU 339 Violence, Guns and Society (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Fall semester*

---

## **SOCI 342 Comparative Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course explores different varieties of human behavior, beliefs, values, and social structure in different societies. The diversity shows that people are shaped by the social context around them, and social rationalization is based on culture and tradition. Social institutions and policies in the United States are examined first and then compared to the experiences of selected countries in East Asia (China and Japan) and Europe (primarily Britain, Germany and Sweden). Comparison is used as the explicit means to interpret social formations. *Offered yearly*

---

## **SOCI 351 Sustainable Cities (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor*

A sustainable city is one that does not pollute the environment, that promotes economic development and the fair and equitable distribution of resources for all citizens. This course offers a sociological perspective of whether it is possible to work simultaneously to achieve these goals. Traditionally associated with

environmental pollution, poverty and vice, cities throughout the world are beginning to question how to improve their quality of life and make themselves more sustainable. This course will examine the historical development of cities and suburbs, and examine innovative initiatives that have been successful in reducing greenhouse gas emissions, reducing poverty and maximizing profit.

---

## **SOCI 352 Urban Crime (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or CRJU 201; or consent of instructor*

This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design and programs to ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990s. *Offered alternate years*

---

## **SOCI 353 Cities in a Global Context (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor*

The world is now urban. From global cities such as New York, Tokyo and London, to large but much poorer cities such as Sao Paulo, Mexico City and Cairo, over half of the world's population lives in cities. In order to understand cities in a global context, the course covers the processes of globalization especially as they have an impact on cities around the world. Topics covered include the global cities hypothesis, the new inequalities among and within cities, case studies of cities in the new urban global economy, global urban networks and the nature of urban life in rich and poor cities. *Offered every other year*

---

## **SOCI 356 Urban Disasters, Resilient Cities (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor*

This course focuses on urban vulnerability and resilience to disasters. We will examine why certain cities are more vulnerable than others and why disasters have more serious consequences for some groups than for others. In addition to examining the causes and consequences of urban disasters, the course will look at how cities recover from disasters and what factors help them to become "resilient cities." We will also look at social and policy aspects of natural and man-made urban disasters. Another focus of the course will be on the relationships between urban disasters and urban sustainability. The course will examine case studies of global urban disasters.

---

## **SOCI 360 Feminist Theory in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course introduces students to feminist theory in sociology and social science. It also covers the history of women in social theory as well as historical and contemporary contributions by women theorists. Feminist theories of human behavior and social life will be analyzed and compared to other theories. *Offered alternate years, fall semester (CSOC; CMCL; CWRT)*



## **SOCI 370 Sociological Analysis (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course provides students with research opportunities, helps them to develop theoretical explanations and gives them practice in bringing sociological data to bear on those theoretical explanations. This course is the Writing Intensive in the major course and acts as a bridge between basic and advanced sociology courses. (CWRM)

## **SOCI 380 Qualitative Methods and Urban Ethnography (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

This course introduces students to qualitative research methods in social research. The course will consider the historical and theoretical background to qualitative methods, the principles of qualitative methods, as well as particular methods including participant observation, qualitative interviews, and the use of documents. Ethical issues, selection strategies and gaining access will also be addressed. *Either semester*

## **SOCI 390 Seminar: Research Methods in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290 and SOCI 370, plus one other sociology course*

This course addresses the application of scientific methods to the analysis of social phenomena, methodological orientation in sociological research procedures and the nature of sociological variables. The course is designed for majors in sociology, criminal justice or behavioral sciences. *Either semester (Formerly SOCI 402)*

## **SOCI 391 Seminar: Social Data Analysis (3 credits)**

*Prerequisite: SOCI 390; or ANTH 100 and ANTH 103*

This course introduces students to quantitative data analysis. The course focuses on the major statistical techniques used in sociology and will emphasize data analysis in the context of substantive research problems. Topics covered include data analysis packages, choosing appropriate statistics, interpreting statistical results and presenting research findings.

*Either semester (Formerly SOCI 403) (CSOC; CQUR)*

## **SOCI 399 Special Topics in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290; or consent of instructor*

Various special topics of current interest in sociology will be offered from time to time. Topics will be announced before registration. This course may be repeated for credit for different topics.

## **SOCI 410 Sociology of Urban Planning and Policy (3 credits)**

*Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor*

This course examines urban and regional planning and policy from a sociological perspective. Large-scale social forces such as uneven urban development, urban sprawl, the decentralization of metropolitan areas and deindustrialization have produced changes in various dimensions of urban life, including housing, transportation, land use, urban renewal and neighborhood life. This course examines those social forces and changes to under-

stand the rise of urban problems and how urban and regional planning and policy can help develop more livable cities and metropolitan regions. The course introduces students to the policies, issues, processes and tools of planning within the context of the history, sociology and theory of planning and regional change. In examining the social forces and structural constraints within which planning operates, the course emphasizes the importance of inequalities of race, ethnicity, class and gender. Although the course will examine planning broadly, it will at times focus on Southeastern Massachusetts. *Offered every other year*

## **SOCI 426 Urban Enclaves (3 credits)**

*Prerequisite: SOCI 102 and SOCI 390; or consent of instructor*

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities such as Cape Verdeans, Asians, African-Americans, Italians, Jews and homosexuals. Cultural traditions, social institutions and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media.

## **SOCI 485 Honors Thesis (3 credits)**

*Prerequisite: Admission to the Departmental Honors Program and senior status*

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

## **SOCI 496 Senior Seminar: Critical Issues in Sociology (3 credits)**

*Prerequisite: SOCI 102 and SOCI 290 and SOCI 370; or consent of instructor*

This course serves as a capstone course that explores critical issues in the discipline. The purpose of this course is to integrate sociological knowledge, theory and methods, and relate them to a concentrated study of a selected substantive area in sociology. Through the application of a sociological imagination, students are asked to evaluate the analyses of groups, institutions and social structures performed by members of the discipline. The final objectives are to provide students with a comprehensive understanding of the discipline and organize their knowledge in ways that are commensurate with professional standards. This course is designed for graduating seniors.

## **SOCI 497 Research (3 credits)**

*Prerequisite: SOCI 390 and consent of instructor*

Under the direction of the instructor, students will conduct social research. The topic will be announced before registration. Students will write reports of findings as for publication and/or conference presentation.

*tMay be taken for graduate-level credit*

Note: This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections



## **SOCI 498 Internship in Sociology\* (3-15 credits)**

*Prerequisite: A cumulative GPA of 2.5; consent of the department; formal application required*

The internship provides an opportunity for senior sociology majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state or federal agency or private organization. Only three credits of internship may count toward the major in sociology. *Either semester*

\* No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major.

## **SOCI 499 Directed Study in Sociology\* (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

\* No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major.

## **SOCI 565 Sociology Study Tour (3 credits)**

*Prerequisite: Consent of instructor and application through the International Programs Office*

This course will offer students a first-hand, supervised, cross-cultural travel and study experience from a sociological perspective. Students will participate in lectures, site visits, research and other academic experiences. Pre-departure and while traveling, students will learn about local society and culture, both current and historical, and have the opportunity to study and experience arts, religious traditions, political organizations, economy, sustainability, folklore and family life. This course may be taken twice for credit for travel to different study tour sites.

## **Other Approved Courses**

SOCI 225 The Irish-American Experience  
SOCI 329 Public Opinion and Mass Media  
SOCI 340 Sociology of Politics  
SOCI 350 Sociology of Work  
SOCI 501 Graduate Seminar in Sociological Theory  
SOCI 502 Research  
SOCI 503 Directed Study  
SOCI 504 Graduate Seminar in Sociological Research  
Methodology  
SOCI 506 Theories of Race and Ethnic Relations  
SOCI 508 Social Stratification in Comparative Perspectives  
SOCI 510 Urban Community Analysis  
SOCI 514 Theories of Social Deviance  
SOCI 516 Sociology of Sex and Gender  
SOCI 518 Sociology of Aging  
SOCI 528 Seminar: Sociology of Education  
SOCI 580 Special Topics in Social Research Techniques

## **SPECIAL EDUCATION (SPED)**

### **SPED 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### **SPED 202 Introduction to Special Education (3 credits)**

This introductory course focuses on various aspects of education involving all learners, including educational philosophy, foundations, effective teaching practices and models and professional teaching standards. An emphasis on special education definitions, terminology, development characteristics, curriculum and programs will be included. Pre-practicum monitored, field-based experience is required.

### **SPED 203 Cultural Diversity Issues in School and Society (3 credits)**

This course will introduce the major goals, principles, and concepts of multicultural education with an emphasis on the impact on school and society. It will explore the cultural, linguistic and socioeconomic factors influencing our schools. It will offer concepts to assist participants to improve the learning environment and interaction among school, parents and community. *Offered either semester (CMCL)*

### **SPED 211 The Early Childhood Learner with Special Needs (3 credits)**

This course will enable the student to develop the instructional and behavioral competencies to foster the inclusion of young children with special needs into early childhood educational settings. This course will examine the curricular adaptations and modifications as well as the preparation, implementation and evaluation of Individualized Family Service Plans and Individualized Educational Plans.

### **SPED 217 Meeting the Needs of All Learners (3 credits)**

This course will enable the student to identify appropriate strategies to effectively educate all learners, including students with special needs in general education settings. It will highlight instructional activities, curriculum modifications, assessment strategies and other adaptations that are usable in standards-based classroom. A field-based experience is required.



## **SPED 229 Field Work in Special Education (3 credits)**

*Prerequisite: SPED 202 and SPED 206; or SPED 203 only*

The practical aspects of special education will be brought into focus through the use of appropriate facilities. In cooperation with area programs, specific teaching and related activities will be undertaken for use in both special needs and mainstream programs.

## **SPED 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.*

*Cannot be taken if \_\_\_\_ 299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **SPED 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

## **SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner (3 credits)**

*Prerequisite: SPED 202 and admission to the Professional Education Program*

This course will focus on basic principles, models and techniques for effective individual and classroom management in various educational environments. Pre-practicum monitored, field-based experiences required at the level of license sought: PreK-8, 5-12.

## **SPED 303 Principles and Procedures of Assessment of Special Needs Learners (3 credits)**

*Prerequisite: SPED 202 and admission to the Professional Education Program*

This course will provide students with the ability to assess educational needs of special learners. Emphasis on consideration of non-discriminatory procedures appropriate to social, racial and linguistic differences. Strategies for modifying teaching based on evaluation results. Pre-practicum monitored, field-based experiences required at the level of license sought: PreK-8, 5-12.

## **SPED 401 Professional Practices for Beginning Special Educators (3 credits)**

*Prerequisite: SPED 202 and admission to the Professional Education Program*

This course will develop the professional skills of beginning educators. It will address the areas of Individualized Education Program (IEP) development, writing 504 plans, progress monitoring, existing state and federal laws, working in inclusion settings with general educators, supervising paraprofessionals and working with parents and community agencies. This course will examine validated professional practices in special education.

## **SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies (3 credits)**

*Prerequisite: SPED 202 or SPED 510; and admission to the Professional Education Program*

This course will investigate the etiology of reading disabilities: physical, cultural and environmental. Early literacy, diverse modes of instruction and correlation to whole language programs will be analyzed. Specific teaching programs and strategies will be emphasized. Pre-practicum monitored, field-based experiences required at the level of license sought: PreK-8, 5-12.

## **SPED 403 Curriculum Development and Implementation for Special Needs Learners (3 credits)**

*Prerequisite: SPED 202 and admission to the Professional Education Program*

This course enables the student to design and implement appropriate Individual Educational Plans (IEP) under existing federal and state laws. Emphasis is placed on strategies and techniques which promote the academic, social, emotional, vocational and cultural needs of the special needs learner within a variety of instructional environments. Pre-practicum monitored, field-based experiences required at the level of license sought: PreK-8, 5-12.

## **SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8) (6 credits)**

*Prerequisite: Admission to the Professional Education Program and student teaching experience*

This practicum involves responsibility as a teacher in a general education classroom which includes specific services being provided for learners with special needs. This practicum is done at the PreK-8 level under a qualified cooperating teacher and a college supervisor.



---

## **SPED 405 Student Teaching Practicum: Special Education Program (PreK-8) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Program involves a minimum of 150 hours of observation, assisting and full time teaching, with a minimum of 135 hours in direct instructional responsibilities in programs for moderate special needs students. This practicum is done at the PreK-8 level under a qualified cooperating teacher and college supervisor.

---

## **SPED 406 Student Teaching Practicum: Mainstreamed Program (5-12) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting and full time teaching, with a minimum of 135 hours in direct instructional responsibilities in a regular classroom in which special needs students are integrated. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

---

## **SPED 407 Student Teaching Practicum: Special Education Program (5-12) (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full time teaching, with a minimum of 135 hours in direct instructional responsibilities in a program for moderate special needs students. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

---

## **SPED 410 Instructional and Curricular Strategies for Learners with Intensive Special Needs I (3 credits)**

*Prerequisite: SPED 202 and SPED 203; or SPED 206; and admission to the Professional Education Program*

This course is designed to provide knowledge relating to the curricula and instructional needs of learners with intensive special needs. Fundamental concepts of the IEP process, applicable technologies that facilitate communication, mobility, parental support, support systems and collaborative aspects will be addressed. Pre-practicum monitored, field-based experiences required.

---

## **SPED 411 Instructional and Curricular Strategies for Learners with Intensive Special Needs II (3 credits)**

*Prerequisite: SPED 410 and admission to the Professional Education Program*

This course provides further development of issues addressed in SPED 410. Additionally, the course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with intensive special needs. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions and medication management are addressed. Pre-practicum monitored, field-based experiences are required.

---

## **SPED 412 Student Teaching Practicum: School Setting, ISN (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full-time teaching in an educational program for individuals with intensive special needs. The practicum is done at the 3-21 level, under the supervision of a cooperating practitioner and college supervisor.

---

## **SPED 413 Student Teaching Practicum: Alternative Setting, ISN (6 credits)**

*Prerequisite: Acceptance into student teaching*

Practicum involves a minimum of 150 hours of observation, assisting, and full-time responsibilities in an alternative program for individuals with intensive special needs. This practicum is done at the 3-21 level, under the supervision of a cooperating practitioner.

---

## **SPED 415 Methods and Materials for the Academically Talented (3 credits)**

*Prerequisite: PSYC 100*

Emphasis is placed on the identification and placement of gifted pupils in our schools and the related program, enrichment activities, creative development, method and materials, modified curriculum, administration, motivation and treatment of underachievement.

---

## **SPED 431 Student Teaching Practicum — Moderate Disabilities (PreK-8) (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (PreK-8) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

---

## **SPED 432 Student Teaching — Moderate Disabilities (5-12) (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (5-12) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

---

## **SPED 433 Student Teaching — Severe Disabilities (6 or 12 credits)**

*Prerequisite: Acceptance into student teaching*

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with severe disabilities are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.



## **SPED 498 Internship in Special Education (3-15 credits)**

*Prerequisite: Consent of the department; formal application required and admission to the Professional Education Program*

Off-campus experiences in areas related to expanding the student's background in special education. In-depth exposure to such areas as rehabilitation programs, sheltered workshops, day care centers, hospital and institutional programs.

## **SPED 499 Directed Study in Special Education (1-3 credits)**

*Prerequisite: Consent of the department; formal application required*  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

## **SPED 501 Professional Practices in Special Education (3 credits)**

*Prerequisite: SPED 510 or equivalent; and SPED 530*

This course will develop the professional skills of teachers of students with moderate and severe special education needs in the areas of Individualized Education Plan (IEP) development, case study development, Massachusetts curriculum frameworks, existing state and federal laws, working in inclusion settings with general educators, supervising paraprofessionals and working with parents and community agencies. This course will examine validated professional practices and curriculum models in special education.

## **SPED 502 Research (credit to be arranged)**

Original research undertaken by the graduate students in their field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **SPED 503 Directed Study (credit to be arranged)**

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

## **SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)**

*Prerequisite: SPED 501*

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the PreK-8 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

## **SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)**

*Prerequisite: SPED 501*

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the 5-12 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

## **SPED 508 Strategies for Diversity (3 credits)**

This course will provide students with a forum for the study, discussion, and practical inclusion of multicultural principles and strategies into the curriculum. It will investigate the many levels of culture defined within the macroculture of U.S. society. Students will gain knowledge and information of effective methods, resources and materials in order to develop and adapt techniques and strategies to implement in the contemporary multicultural classroom.

## **SPED 509 Teaching Reading to Learners with Disabilities (3 Credits)**

*Prerequisite: SPED 202 or SPED 510; and admission to the Professional Education Program*

This course will investigate the etiology of reading disabilities: physical, cultural and environmental. The Literacy Continuum and specific language programs will be analyzed. Effective commercially available reading programs and research-based instructional strategies that are useful for teaching students with reading disabilities will be emphasized.

## **SPED 510 Exceptional Children in the Schools (3 credits)**

This course will provide an orientation of all aspects of education pertaining to children with special needs. Emphasis will be on educational characteristics of each area of exceptionality and the role of special education in the schools. Pertinent state and federal rules and regulations will be addressed. Pre-practicum experience required.

## **SPED 512 Organization and Administration of Special Education (3 credits)**

A comprehensive study of the psychological diagnosis, the personnel, the curriculum, the facilities, and the pupil services in an effective special education program. Introductory background information in special education is beneficial to succeed in this course.

## **SPED 516 Applied Collaborative Strategies (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education*

This course will build on the knowledge of individual and different learning styles and thinking skills. Curriculum planning and instructional techniques will be discussed and developed. Strategies for maximizing consulting and collaborative team efforts will be covered through discussion, research role playing and interviews. Field experience will be included.



## **SPED 517 Language Skills for Special Needs Learners (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education*

This course will cover classroom approaches and strategies for the diagnosis and analysis of language and related learning dysfunctions. Emphasis will be on the development of a total language curriculum appropriate for utilization within special education and mainstream programs.

## **SPED 518 Reading Strategies in Special Education (3 credits)**

*Prerequisite: ELED 330 or SPED 402 or equivalent*

This course will cover the areas of research diagnosis and instructional alternatives for students who need special education reading instruction. Participants will explore a variety of diagnostic tools as well as specific direct instruction models/programs utilized in special education. Skills in the area of explicit teaching approaches will be analyzed as they apply to the reading in the literacy/language arts class as well as to reading in content areas. A field-based experience allows students to incorporate new information into practical application.

## **SPED 520 Special Topics in Special Education (1-3 credits)**

*Prerequisite: Course prerequisites may be specified depending upon the nature of the topic*

Special topics of current relevance in special education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

## **SPED 522 The Inclusion Classroom: Philosophy and Implementation (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education*

This course will enable the student to identify and apply appropriate strategies, techniques and curriculum adaptations to promote success for learners with special needs in the regular classroom. Consideration will be given to the philosophical and legal considerations for inclusion/mainstreaming. Field experience will be required.

## **SPED 524 Curriculum Development for Learners with Severe Disabilities I (3 credits)**

*Prerequisite: SPED 510 or equivalent introductory course; and SPED 402 or equivalent reading course*

This course will focus on current best practices in curriculum and methods for students with severe disabilities. It will focus on ecological assessment, IEP development, systematic instruction and providing education in general education and community settings by emphasizing school curriculum, physical access to it, adaptations and instructional strategies to prepare students with these disabilities for appropriate and meaningful participation in major life activities. *Spring semester*

## **SPED 525 Curriculum Development for Learners with Severe Disabilities II (3 credits)**

*Prerequisite: Successful completion of SPED 524*

This course provides further development of issues addressed in SPED 524. The course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with severe disabilities. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions, academic curricula and medication management are addressed. Development of a full case study, including an IEP and curriculum planning, will be covered. Pre-practicum monitored field-based experiences are required. *Fall semester*

## **SPED 530 Assessment Procedures in Special Education (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education*

This course will focus on the administration, analysis and interpretation of standardized and other assessment data, with consideration of cultural and linguistic applications. Emphasis will be on the developing of instructional programs from the data and the providing of information to professionals and parents. Field experience will be included.

## **SPED 550 Seminar in Special Education (3 credits)**

*Prerequisite: EDMC 530 and completion of 21 semester hours in the MEd in Special Education program and consent of the graduate coordinator*

An advanced study of major theoretical and contemporary issues influencing special education. Emphasis will be on curriculum, methodology, educational theory and research aspects with classroom application. Each participant will undertake an extensive study of a significant issue in special education.

## **SPED 551 Autism Spectrum Disorders (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education or consent of graduate coordinator*

This course examines the spectrum of disorders associated with Autism, a developmental disability affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that affects a child's performance. The characteristics of the various conditions found within the umbrella of "Autism Spectrum Disorders" will be examined and reviewed in relationship to the specific needs of children with such characteristics. Issues including the emergence of the broad range of associated disorders; trends in treatment; effective behavior management strategies; implications for parents, families, and caregivers; medical factors; early intervention techniques; speech and language difficulties; and school connections will be explored. An emphasis will be placed on techniques to effectively address the behavioral needs of children with Autism Spectrum Disorders in the classroom. The importance of family involvement and strategies for teaming with parents will be emphasized throughout all discussions.



## **SPED 555 Field Experience in Special Education (3-6 credits)**

*Prerequisite: Completion of 24 credits in the MEd in Special Education program or consent of the adviser*

A field experience that offers qualified students the opportunity to gain practical off-campus experience in special education. Placements are in public and private agencies and are designed to complement the student's study in special education; a minimum of 10 clock hours per credit is required in the field.

## **SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)**

This course will provide students with information on the design of instruction for students with diverse learning needs. Procedures will be addressed which examine the relationship between the academic achievement of students and instructional design. Critical instructional design dimensions and teacher delivery include a) knowledge forms, b) the generic instructional set, and c) a principle design network. These dimensions will be applied and illustrated in the areas of language, beginning reading, mathematics, reading comprehension, expressive writing, content instruction and management.

## **SPED 561 Advanced Strategies in Behavior Management (3 credits)**

*Prerequisite: SPED 302 or SPED 575*

This course will provide advanced information relative to management strategies for the behavior and emotional problems of all learners. This course will go beyond the basics of behavior management and behavioral analysis. It will focus on interventions from all approaches including the psychodynamic, biochemical and ecological models, including commercial programs. A practical application emphasis will be highlighted.

## **SPED 563 Ethical and Legal Issues in Special Education (3 credits)**

*Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education or consent of the graduate coordinator*

This course is designed to assist professionals to develop a critical and reflective sense of how law, ethics and democratic ideals affect the contexts of teaching in general and special education. Topics include the effective educator, school law, rights and responsibilities, ethical codes, current events and best practices. Participants will analyze specific school controversies and the interpretations of legal mandates and ethical codes applications.

## **SPED 565 Special Education and Communication Disorders (3 credits)**

This course is designed primarily for teachers of learners with moderate special needs. Through problem-solving based instruction, classroom applications of teaching/learning and assigned readings, participants will advance their understanding of mathematics from the MCAS content strands. Participants will work with MCAS mathematics tests to analyze areas of weaknesses for students and develop instructional intervention strategies to assist student learning based on this information.

*†May be taken for graduate-level credit*

## **SPED 575 Behavior Interventions in Special Education (3 credits)**

This course will focus on the background, basic principles and techniques necessary for effective development of behavior with special needs students. Emphasis will be placed on behavioral procedures that have been found effective for individual and classroom use, including the ability to systematically observe and record student behavior. Other interventions and their applications to special education settings will also be considered. Introductory background information in special education is beneficial to succeed in this course.

## **SPED 582 Technology for Special Populations (3 credits)**

This course will develop technology skills for teachers to include students with and without disabilities in general and special education program environments. It will focus on the use of low-tech and high-tech methodologies, basic assistive technology assessment skills and augmentive communication. The specific impact of using technology in the classroom and community will be examined for various disability groups including learning disabilities, developmental disabilities and physical handicaps. Emphasis will be placed on selecting the appropriate tool to match an identified need. Special education legal requirements for technology will be included.

## **SPED 590 Teaching the Gifted Learner (3 credits)**

This course examines the characteristics and needs of gifted children and adolescents. It addresses concepts of giftedness, identification and assessment of gifted learners, the social-emotional growth of gifted children, underrepresented gifted populations, effective programs for gifted and talented students and culturally responsive teaching of gifted children.

## **SPED 593 Practicum: Severe Disabilities (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role of the licensure sought under the direction of a qualified cooperating practitioner and college supervisor. This practicum may be repeated for a total of 12 credits.

*Fall and spring semesters*

## **SPED 594 Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role and at the level of licensure sought (PreK-8) under the direction of a qualified practitioner and college supervisor. This practicum may be repeated for a total of 12 credits. *Every semester*



## **SPED 595 Practicum: Moderate Disabilities (5-12) (6 or 12 credits)**

*Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department*

This practicum involves a minimum of 150 hours to earn six credits or a minimum of 300 hours to earn 12 credits. Candidates will teach in the role and at the level of licensure sought (5-12) under the direction of a qualified practitioner and college supervisor. This practicum may be repeated for a total of 12 credits. *Every semester*

## **Other Approved Courses**

SPED 206 Special Education in a Diverse Society  
 SPED 207 Technology in Special Education  
 SPED 400 The Culturally Different Child with Special Needs  
 SPED 436 Consulting Skills for Special Educators  
 SPED 438 Career Education for Special Needs Learners  
 SPED 460 Topics in Special Education  
 SPED 514 New Education Policies for Children with Special Needs  
 SPED 515 Teacher Orientation to Learning Disabilities  
 SPED 535 Exceptional Learner in the Classroom  
 SPED 540 Contemporary Issues and Mandates in Bilingual and Special Education  
 SPED 542 Behavior Interventions in Bilingual Special Education  
 SPED 544 Language Development and Bilingualism  
 SPED 546 Strategies and Techniques for Adapting Bilingual Resources and Materials for the Special Needs Learner  
 SPED 547 Multiple Roles for Bilingual Teachers of Moderate Special Needs Children

## **THEATER ARTS (THEA)**

### **THEA 110 Theater Appreciation (3 credits)**

This course introduces the student to the roles of theater artists, the special nature of live theatrical performances, the art of theater as an expression of human experience and to the richness and variety of the heritage of the theater. Theater attendance is required. This course is suitable for students from a variety of majors other than theater seeking a basic knowledge of theater. *Either semester (CFPA)*

### **THEA 115 Play Production (3 credits)**

This course introduces the student to the processes involved in the creation of theater art. The student develops an understanding of the aesthetics and conventions of the theatrical event through observation and structured applied experience in the basic practices involved in planning and performing. Theater attendance is required and additional laboratory time is required. Theater arts majors must complete this course within the first 30 credits to receive degree credit. *Either semester (CFPA)*

### **THEA 120 Introduction to Acting (3 credits)**

This course is an introduction to and provides practice in the various components of stage acting through an exploration of self-awareness, vocal and physical concerns of the actor, basic acting theory, characterization, script analysis, as well as scene and monologue performances. Theater attendance is required. (Not open to students with a concentration in Theater Arts.) (CFPA)

### **THEA 140 Theater Performance Practicum (1 credit)**

Credit is given for 60 or more hours per semester of rehearsal and performance time in a major production. Audition is required. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

### **THEA/PHED 146 Dance Appreciation (3 credits)**

This course is designed to explore the basic components of dance and to enable students to appreciate the art of dance as an informed audience and as participants in its rich variety. (CFPA)

### **THEA/PHED 155 Dance Practicum (1 credit)**

In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Fall semester is open to all; spring semester is open by audition only*

### **THEA 157 Movement for the Actor (3 credits)**

This course focuses on one of the most important aspects of actor training: movement for the stage, addressing techniques, styles and foundations of movement. Through solo and group exercises, as well as prepared performances, students will gain basic proficiency in proper postural alignment, centering, kinesthetic awareness and response, the variables of movement, the fundamentals and vocabulary of Laban theory and technique and the fundamentals of stage combat.

### **THEA 162 Costume Production (1.5 credits)**

This course introduces students to basic skills used in creating costumes for the theater. The course will cover textiles and fabrics, pattern drafting and the use of commercial patterns, techniques for hand-sewing and the use of different sewing machines in preparation for completing a finished garment. It is intended to be taken with THEA 174 Technical Theater Production in the same term. An additional laboratory of 10 hours to be scheduled is required.

### **THEA 170 Technical Theater Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of technical work on a major production. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

*†May be taken for graduate-level credit*

**Note:** This section is arranged in course number order. See pages 229-230 (course prefix key) for assistance in locating department sections.  
**Note:** See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **THEA 172 Theater Costume Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of work in costume production for theater and dance. One of the required four practicum credit hours must be earned in this course.

Attendance at an organizational meeting is required at the beginning of each semester. *Either semester*

## **THEA 174 Technical Theater Production (1.5 credits)**

This course introduces students to basic technical theater production methods and skills in lighting, sound, scenic construction and painting. This course meets once weekly for one quarter, spring term, alternate years. It is intended to be taken with THEA 162 Costume Production in the same term. An additional laboratory of 10 hours to be scheduled is required.

## **THEA 185 Theater Management Practicum (1 credit)**

*Prerequisite: Consent of instructor*

Credit is given for 60 or more hours per semester of work in audience development, publicity, box office and house management activity in connection with departmental productions. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

## **THEA 199 First Year Seminar (3 credits)**

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

## **THEA 210 Oral Interpretation (3 credits)**

Analysis and oral reading of prose, poetry and drama; individual and group forms, theory and practice. (CSPK)

## **THEA 211 Voice Production for Theatre (3 credits)**

This course provides an analysis of each student's vocal habits in performance. Exercises that concentrate on good vocal habits and techniques for the performing artist, training in physical perception of the sounds of "good American speech" and manipulation of the variables of speech for stage interpretation are included. The course provides an introduction to the vocal performance of Shakespeare. *Spring semester*

## **THEA 220 Play Analysis for Production (3 credits)**

The objective of the course is to train theater artists in methods of play analysis for production, which can be applied to diverse periods and styles. The works explored range through early Greek, Elizabethan, Neoclassicism, Realism, and Post-Realism. Theater attendance is required. *Fall semester*

## **THEA 222 Asian Theater (3 credits)**

This course introduces the student to the theater of several Asian cultures and their aesthetic foundations in myth and ritual. Included are Sanskrit, Chinese, Japanese and other Asiatic traditions. *Spring semester* (CFPA; CGCL; CMCL)

## **THEA 226 Children's Theater (3 credits)**

Theater for the child audience: the study of styles and structures for children's theater and analysis of representative theater pieces for children. Opportunity for performing selected pieces. (CFPA)

## **THEA 230 Creative Dramatics (3 credits)**

This course develops creative faculties through the use of dramatic play in laboratory sessions as well as classroom activity. *Offered alternate years*

## **THEA 236 The American Musical Theater (3 credits)**

Major trends in the evolution of the American Musical Theater from its origin to the contemporary Broadway musical. Examination of major works of leading composers, librettists, performers, producers and choreographers. (CFPA; CWRT)

## **THEA 242 Acting I (3 credits)**

Development of appreciation and basic skills in the fundamentals of acting. Introduction to established systems of acting and to character and script analysis. Theater attendance is required. *Spring semester*

## **THEA 243 Acting II (3 credits)**

*Prerequisite: THEA 242 or consent of instructor*

Advanced problems and projects, with intensive scene analysis and character analysis. Theater attendance is required. *Offered alternate years*

## **THEA 247 Performing the Musical (3 credits)**

The course is a laboratory experience in the performance of musical theater. The student studies the aspects of movement, singing and acting as they are unique to musical theatre performance. Songs, dances and scenes will be staged, directed and critiqued.

## **THEA/PHED 251 Dance History (3 credits)**

Examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film as well as performance of dances in historical styles.

## **THEA/PHED 255 Creative Dance I (3 credits)**

This course investigates the theory of dance through participation, composition, lecture, discussion and film. Students learn about the elements of space, time, force, movement and style. (CFPA)



---

## **THEA/PHED 256 Creative Dance II (3 credits)**

*Prerequisite: THEA/PHED 255*

The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. *Spring semester*

---

## **THEA/PHED 259 Dance Repertory (1 credit)**

Students are taught a major choreographic work and rehearse it for performance. *Spring semester*

---

## **THEA/PHED 260 World Dance (3 credits)**

An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. *Offered once yearly (CFPA; CGCL)*

---

## **THEA 265 Stage Costuming (3 credits)**

This course covers principles and techniques of costuming for the stage, including design and construction of costumes and organization of costuming for theatrical production. Meets five hours weekly. *Offered alternate years*

---

## **THEA 272 Scenography I (3 credits)**

*Prerequisite: THEA 220 recommended*

Theory and practice of designing and planning scenery and lighting for the stage. This course addresses the development of design ideas, period and design research skills and techniques of visual communication of design and production planning and execution. Meets five hours per week. *Spring semester*

---

## **THEA 278 Scene Design (3 credits)**

*Prerequisite: THEA 272*

Theory and practice of designing for stage productions.

---

## **THEA 280 Theater Management (3 credits)**

This course covers the business aspects of theatrical production: publicity, programs, financing, ticket sales and house management.

---

## **THEA 298 Second Year Seminar (Speaking Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **THEA 299 Second Year Seminar (Writing Intensive) (3 credits)**

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

---

## **THEA 326 Children's Theater Tour (3 credits)**

*Prerequisite: THEA 226*

This course offers students the opportunity to create original theater pieces geared to young audiences. The class will tour schools in Southeastern Massachusetts throughout the semester as part of Bridgewater State College outreach programs. Bridgewater students will have a performing and production experience similar to many professional touring children's theater companies.

---

## **THEA 338-339 Honors Tutorial (3 credits each semester)**

*Prerequisite: Consent of the department*

Special topics in Theater Arts. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *THEA 338 fall semester, THEA 339 spring semester*

---

## **THEA 340 Laboratory Theater Production Lab (1 credit)**

*Prerequisite: Junior or senior standing*

Students registering for THEA 347, Laboratory Theater Production, must also register for this associated lab section of the course, THEA 340, Laboratory Theater Production Lab; and they must participate in rehearsals to be arranged over the course of the semester outside of class time. May be taken twice for credit. *Fall semester*

---

## **THEA 343 Acting for the Camera (3 credits)**

*Prerequisite: COMM 130 or consent of instructor*

This course develops specialized techniques necessary for performance as an actor for film or television.

---

## **THEA 346 Speech and Text for the Actor (3 credits)**

*Prerequisite: THEA 156 and THEA 242*

This course will provide comprehensive training in "Standard American Speech." Students will study textual analysis of dramatic literature with respect to vocal interpretation and a system for achieving stage dialects.



## **THEA 347 Laboratory Theater Production (3 credits)**

*Prerequisite: Junior or senior standing*

Analysis and practice in selection of play scripts, acting and directing techniques in rehearsal, culminating in the performance of a production. Entrance to the course is by audition or interview. May be taken twice for credit. *Fall semester*

## **THEA 348 Acting Shakespeare (3 credits)**

*Prerequisite: THEA 242 and THEA 243; and either THEA 156 or COMM 210*

Exploration and practice of performing Shakespeare. Theory analysis of rhythms, timber, phonetics and poetic devices for performance; scenes, monologues and written analysis. *Spring semester*

## **THEA 349 Comedy on Stage (3 credits)**

*Prerequisite: THEA 242 or consent of instructor*

Analysis and practice of theatrical comedy, including techniques appropriate to the interpretation and presentation of humorous dramatic scenes in the classroom. *Offered alternate years*

## **THEA/PHED 353 Creative Dance for Children (3 credits)**

*Prerequisite: PHED 281 or consent of instructor*

The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

## **THEA/PHED 357 Dance Production Theory (2 credits)**

*Prerequisite: THEA/PHED 255 and THEA/PHED 256; or consent of instructor*

This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance result in a plan for a dance piece. *Fall semester*

## **THEA/PHED 358 Dance Production Techniques (1 credit)**

Provides students the opportunity to set a choreographed work for dancers and rehearse for presentation. *Spring semester*

## **THEA 359 Dance Ensemble Practicum (1 credit)**

*Prerequisite: Open to sophomores and above, and second semester transfer students. Audition required.*

The Dance Ensemble is a pre-professional college company that prepares students technically to perform at various events including competitions and other dance productions. The Dance Ensemble also has a community outreach component, in which the company plans and orchestrates workshops with local schools and other institutions. Admittance to the Dance Ensemble is by audition only and is for the serious dancer and dance educator. Students who participate in the Dance Ensemble must commit to rehearsals, performances, fundraisers, outreach projects and group events. Students must be either concurrently enrolled in THEA 155 or commit to technical support of its concert. The class carries one credit and may be repeated a total of five times.

## **THEA 376 Stage Lighting (3 credits)**

Materials and techniques fundamental to contemporary stage lighting; analysis of the principles of design as they relate to contemporary theater production. *Offered alternate years*

## **THEA 399 Topical Studies (3 credits)**

Variable contemporary topics in theater. This course may be repeated for different topics. *Either semester*

## **THEA 421 Theater History I (3 creditst)**

Trends in dramatic and theatrical developments throughout the western world from ancient Greece to the 17<sup>th</sup> century. *Fall semester*

## **THEA 422 Theater History II (3 creditst)**

Trends in dramatic and theatrical developments throughout the western world from the 17<sup>th</sup> century to the present. *Spring semester*

## **THEA 430 Playwriting (3 creditst)**

Appreciation of the nature of the play as an art form. Analysis of plays of various types. Practice in writing.

## **THEA 431 Directing I (3 creditst)**

*Prerequisite: THEA 220 and THEA 242; or consent of instructor*

Basic knowledge and techniques for the beginning director. Play analysis, composition, movement, characterization and rehearsal. *Spring semester*

## **THEA 432 Directing II (3 creditst)**

*Prerequisite: THEA 220 and THEA 242 and THEA 431; or consent of instructor*

This course considers the principles of direction and various theories of direction with practical experience in directing scenes for the stage.

## **THEA 442 Acting Styles (3 creditst)**

*Prerequisite: THEA 156 and THEA 242 and THEA 243*

Analysis and practice of styles of acting and staging methods of selected historical periods and modern movements considered classics in the development of theater, including the Greek, Elizabethan, Restoration, Georgian and neoclassic periods and schools, and the works of such as Ionesco, Brecht, Beckett, and Moliere. Improvisations, scenes, monologues. Theater attendance is required.

## **THEA 452 Ballet Pedagogy (3 credits)**

*Prerequisite: Minimum of intermediate level ballet training*

The course is based on fundamental ballet technique — the foundation of all dance training. It is intended to prepare the prospective dance teacher with the skills with which to provide safe and accurate dance training.

## **THEA 453 Dance Methodology (3 credits)**

Prospective teachers of dance will learn the various methods of teaching modern dance, jazz, and tap dance as well as social, folk and square dance and improvisation and composition. Emphasis will be on safe and correct techniques of teaching dance. Practical experiences in teaching will accompany lectures and discussion.



## THEA 455 Audition Techniques (3 credits)

*Prerequisite: THEA 156 and THEA 242 and THEA 243*

This course explores and practices audition theory and techniques. Audition pieces of various styles and periods are developed and critiqued. Different formats for auditions are utilized.

## THEA 495 Seminar in Contemporary Theater (2 creditst)

*Prerequisite: Senior standing in theater concentration*

This is a required capstone course for students graduating with a concentration in theater. The course deals with issues in contemporary theater and practical matters surrounding careers in theater. Recital, portfolio, or thesis is required. Theater attendance is required. *Fall semester*

## THEA 497 Advanced Individual Projects (1-3 creditst)

*Prerequisite: Junior standing; consent of faculty supervisor; additional course prerequisites depend on project*

The student contracts with faculty to explore learning activities of a creative nature beyond the scope of regular course offerings.

## THEA 498 Internship in Theater (3-15 credits)

*Prerequisite: Consent of the department; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

## THEA 499 Directed Study in Theater (1-3 credits)

*Prerequisite: Consent of the department; formal application required*

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

## Other Approved Courses

- THEA 156 Voice and Movement for Acting
- THEA 160 Stage Makeup
- THEA 175 Design Techniques for the Stage
- THEA 241 Improvisational Acting
- THEA 282 Community Theater
- THEA 356 Advanced Movement for the Actor
- THEA 372 Scenography II
- THEA 485 Honors Thesis
- THEA 496 Seminar in Theater, Dance and Speech
- THEA 502 Research
- THEA 503 Directed Study

## WOMEN'S AND GENDER STUDIES (WMST)

### WMST 199 First Year Seminar (3 credits)

*Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.*

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and

fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

### WMST/INTD 240 Critical Perspectives in Women's Studies (3 credits)

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. Spring semester (CHUM; CMCL; CWRT)

### WMST 298 Second Year Seminar (Speaking Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

### WMST 299 Second Year Seminar (Writing Intensive) (3 credits)

*Prerequisite: \_\_\_\_199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if \_\_\_\_298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)



---

**WMST/SCWK 304 The Psychosocial Development of Women (3 credits)**

This course will provide an introduction to “women’s reality” in terms of current research on women’s values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems which appear to affect women, e.g., depression, eating disorders, etc.

---

**WMST/PHED 365 Women in Sports (3 credits)**

*Prerequisite: Three core curriculum requirement credits in behavioral science*

This course investigates the sport-women relationship from a physiological, historical and socio-cultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

---

**Other Approved Courses**

WMST/INTD 330 Issues and Perspectives in Women’s Studies



## Board of Trustees Bridgewater State College

Louis M. Ricciardi, Chairman

Matthew P. Keswick, Vice Chairman

Terry Hart Cogan, Secretary

Dane Bedward

Peter R. Chase

Elissa Flynn-Poppey, Esquire

Kelly Carney Kelly

Richard G. Lucier

Jennifer Nassour, Esquire

Susan Szachowicz, EdD

Michael Howard, Student Trustee



**Dana Mohler-Faria**

*President*

BA, MA (Boston University); EdD (University of Massachusetts Amherst)

**Patrick Cronin**

*Acting Chief Information Officer*

BS (University of Massachusetts Amherst); MPA (Bridgewater State College)

**Howard London**

*Acting Provost and Vice President for Academic Affairs*

BA (Bowdoin College); MA, PhD (Boston College)

**Edward Minnock**

*Vice President, External Affairs*

BS (University of Tampa); MS (Emporia State University); PhD (Kansas State University)

**D. David Ostroth**

*Vice President, Student Affairs*

BA (Allegheny College); MC (Arizona State University); PhD (Michigan State University)

**Molly Fannon Williams**

*Vice President, Institutional Advancement and Executive*

*Director of the Foundation*

BA (Mills College); MA (The American University in Washington); MEd (University of Massachusetts Boston)

**Anna Bradfield**

*Dean, School of Education and Allied Studies*

BSE (Stephen F. Austin State University); MEd (Peabody College of Vanderbilt University); EdD (Vanderbilt University)

**Rita Miller**

*Acting Dean, School of Arts and Sciences*

BS (University of Nebraska Lincoln); MA, PhD (University of Massachusetts Amherst)

**Catherine Morgan**

*Dean, School of Business*

BS (Jacksonville State University); PhD (University of South Carolina)

**William Smith**

*Dean, School of Graduate Studies*

BS, MA (Appalachian State University); PhD (Duquesne University)





# Administrative and Other College Offices

---

## ACADEMIC ACHIEVEMENT CENTER/ ACADEMIC ADVISING

Maxwell Library, Ground Floor, Room 001  
508.531.1214  
(TDD) 508.531.6113

---

## ACADEMIC AFFAIRS

Boyden Hall, Room 104  
508.531.1295

---

## ADMINISTRATION

Boyden Hall, Room 100  
508.531.1207

---

## ADMINISTRATIVE SYSTEMS (INFORMATION TECHNOLOGY)

Boyden Hall, Room 005  
508.531.1236

---

## ADMISSION (UNDERGRADUATE)

Gates House  
508.531.1237  
(TDD) 508.531.1357

---

## ADMISSIONS (GRADUATE)

Maxwell Library, Room L19  
508.531.1300

---

## AFFIRMATIVE ACTION/MINORITY AFFAIRS AND EQUAL OPPORTUNITY

Boyden Hall, Room 206  
508.531.1241

---

## ALUMNI RELATIONS

Davis Alumni Center  
508.531.1287

---

## ARTS AND SCIENCES, SCHOOL OF

Maxwell Library, Room 100  
508.531.1218

---

## ATHLETICS

Adrian Tinsley Center, Room 200A  
508.531.1352

---

## BOARD OF TRUSTEES

Boyden Hall, Room 217  
508.531.1701

---

## BOOKSTORE

East Campus Commons  
508.531.6198

---

## BURNELL CAMPUS SCHOOL

Burnell School, Room 119  
508.531.1315

---

## BUSINESS, SCHOOL OF

Harrington Hall, Room 104  
508.531.6151

---

## CAMPUS CENTER

Campus Center, Room 111  
508.531.1275

---

## CAMPUS JUDICIAL PROGRAMS

Boyden Hall, Room 106  
508.531.1276  
(TDD) 508.531.1384

---

## CAMPUS POLICE

Great Hill Drive  
Emergency 911  
Non-emergency 508.531.1212  
(TDD) 508.531.6111

---

## CAREER SERVICES

Rondileau Campus Center, Room 008  
508.531.1328

---

## CENTER FOR MULTICULTURAL AND INTERNATIONAL AFFAIRS

Rondileau Campus Center, Room 101  
508.531.6166

---

## CHILDREN'S CENTER (DAYCARE)

Burnell Campus School, Room 135  
508.531.1244

---

## COLLEGE AND COMMUNITY PARTNERSHIPS

Moakley Center, Room 211  
508.531.1794

---

## COLLEGE INFORMATION SYSTEMS

Boyden Hall, Room 005  
508.531.1236



# Administrative and Other College Offices

---

## COMMUNITY SERVICE CENTER

Rondileau Campus Center, Room 109  
508.531.2446

---

## CONFERENCE AND EVENTS SERVICES

Campus Center, Room 108  
508.531.6139

---

## CONTINUING AND DISTANCE EDUCATION

Moakley Center, Room 211  
508.531.2788

---

## COPY CENTER

Tillinghast Hall, Room 030  
508.531.2165

---

## COUNSELING CENTER

Tillinghast Hall, Room 013  
508.531.1331  
(TDD) 508.531.6116

---

## DEVELOPMENT AND INSTITUTIONAL ADVANCEMENT

Davis Alumni Center  
508.531.1290

---

## DISABILITY RESOURCES

Maxwell Library, Room L001  
508.531.1713  
(TDD) 508.531.6113

---

## EDUCATION AND ALLIED STUDIES, SCHOOL OF

Hart Hall, Room 124  
508.531.1347

---

## EXTERNAL AFFAIRS

Boyden Hall, Room 210  
508.531.6189

---

## FACILITIES

Operations Center  
508.531.1296

---

## FACILITIES MANAGEMENT AND PLANNING

Boyden Hall, 2nd Floor, Room 208  
508.531.2750

---

## FINANCIAL AID

Tillinghast Hall, Room 100  
508.531.1341

---

## FISCAL AFFAIRS

Boyden Hall, Room 109  
508.531.1217

---

## FOOD SERVICE

Tillinghast Hall, Room 103  
508.531.2164

---

## GRADUATE STUDIES, SCHOOL OF

Maxwell Library, Room L19  
508.531.1300

---

## GRANTS AND SPONSORED PROJECTS

Maxwell Library, Room 200  
508.531.1242

---

## HEALTH SERVICES

Tillinghast Hall, Room 001  
508.531.1252  
(TDD) 508.531.6116

---

## HONORS CENTER

Maxwell Library, Room 001  
508.531.1378

---

## HUMAN RESOURCES

Boyden Hall, Room 103  
508.531.1324

---

## INFORMATION TECHNOLOGY

Boyden Hall, Room 005  
508.531.1236

---

## INFORMATION TECHNOLOGY SUPPORT SERVICES

Maxwell Library, L011  
508.531.2020

---

## INSTITUTE FOR REGIONAL DEVELOPMENT

Moakley Center, Room 211  
508.531.2419

---

## INSTITUTIONAL COMMUNICATIONS

Boyden Hall, Room 211  
508.531.1335





# Administrative and Other College Offices

## INSTITUTIONAL DIVERSITY

Boyden Hall, Room 212  
508.531.1429

## INSTITUTIONAL RESEARCH AND ASSESSMENT

Boyden Hall, Room 206  
508.531.1704

## INTERNATIONAL PROGRAMS

Maxwell Library, Room 004  
508.531.6183

## LIBRARY SERVICES

Maxwell Library, Room 300  
508.531.1256

## MAIL SERVICES

Tillinghast Hall, Room 022  
508.531.1770

## OFF CAMPUS PROGRAMS

Maxwell Library, Room 021  
508.531.6010

## ORIENTATION

Rondileau Campus Center, Room 109  
508.531.1273  
(TDD) 508.531.6112

## PARKING SERVICES AND CONNECT CARD

Hunt Hall, Room 10  
508.531.2897

## PRESIDENT’S OFFICE

Boyden Hall, Room 200  
508.531.1201

## PROFESSIONAL EDUCATION

Hart Hall, Room 124  
508.531.1347  
Licensure 508.531.1228  
Field Experience 508.531.1227

## REGIONAL OUTREACH

Moakley Center, Room 211  
508.531.1460

## REGISTRAR’S OFFICE

Boyden Hall, Room 003  
508.531.1231

## RESIDENCE LIFE AND HOUSING

DiNardo Hall, Room 100  
508.531.1277  
(TDD) 508.531.6118

## STUDENT ACCOUNTS

Boyden Hall, Room 107  
508.531.1225

## STUDENT AFFAIRS

Boyden Hall, Room 106  
508.531.1276  
(TDD) 508.531.1384

## STUDENT EMPLOYMENT

Boyden Hall, Room 101  
508.531.1232

## STUDENT INVOLVEMENT AND LEADERSHIP

Rondileau Campus Center, Room 103  
508.531.1273

## TECHNOLOGY, SYSTEM AND NETWORKING

Boyden Hall, Room 009  
508.531.1004

## TESTING SERVICES

Maxwell Library, Ground Floor, Room 001A  
508.531.1780

## TRANSPORTATION

Operations Center, Room 226A  
508.531.1383

## VETERANS AFFAIRS

Tillinghast Hall, Room 100  
508.531.1341

## WEB SERVICES

Boyden Hall, Room 002  
508.531.2950



## Richard Abers

*Assistant Professor of Aviation Science*  
BS (University of Illinois); MEd (University of New Hampshire)

## Stuart Allen

*Assistant Professor of English*  
BA (University of Leeds); MA (University of Sussex); (MSt, PhD (University of Oxford)

## Jabbar A. Al-Obaidi

*Associate Professor of Communication and Chairperson of the Department of Communication Studies*  
BA (Baghdad University); MAE (University of Hartford); PhD (The University of Michigan at Ann Arbor)

## Arnaa Alcon

*Assistant Professor of Social Work*  
BA (Amherst College); MSW (Boston University); PhD (Brandeis University)

## David Almeida

*Associate Professor of Special Education*  
BA (College of the Holy Cross); MA (Assumption College); EdM, PhD (Harvard University)

## Robert G. Amey

*Assistant Professor of Geography*  
BA (University of North Carolina at Wilmington); MA, PhD (University of Florida)

## Joyce Anderson

*Assistant Professor of English*  
BA, MA (University of Massachusetts at Boston); PhD (University of New Hampshire at Durham)

## Marcia Kay Anderson\*

*Professor of Physical Education*  
BS (Upper Iowa University); MS (Indiana University); PhD (University of Iowa)

## Charles Francis Angell

*Professor of English*  
BA (Colby College); MA, PhD (University of Massachusetts at Amherst)

## Martina B. Arndt

*Associate Professor of Physics and Chairperson of the Department of Physics*  
BA (Wellesley College); MS, PhD (University of New Hampshire)

## Jeffrey C. Asmus\*

*Associate Professor of Art*  
BFA (Birmingham - Southern College); MFA (Louisiana State University)

## Jeanne Aurelio

*Professor of Management*  
BA (University of South Florida); MBA, DBA (The George Washington University)

## Saul H. Auslander\*

*Professor of Accounting and Finance*  
BS (U.S. Naval Academy); MBA (New York University)

## Duilio O. J. Ayalamacedo

*Associate Professor of Spanish*  
BA (University of Massachusetts at Boston); MA (Queens College, CUNY); PhD (Graduate School and University Center of the City University of New York)

## Victoria L. Bacon\*

*Professor of Counselor Education*  
BA (Fitchburg State College); MA (Anna Maria College); CAGS, EdD (Northeastern University)

## Louise Badiane

*Assistant Professor of Anthropology*  
MA, PhD (University of Connecticut)

## Ilter Bakkal

*Assistant Professor of Economics*  
BA (Academy of Economics and Commerce, Istanbul); MBA (University of Istanbul); MS (Florida International University); MA, PhD (Northern Illinois University)

## Patricia C. Bancroft\*

*Associate Professor of Accounting and Finance*  
BS (Providence College); MBA (University of Rhode Island); CPA, DBA (Nova Southeastern University)

## Jordon Barkalow

*Assistant Professor of Political Science*  
BA (Pacific University); MA, PhD (University of Houston)

## Lisa Bianca Battaglino\*

*Professor of Special Education*  
BS (Bridgewater State College); MEd, PhD (Boston College)

## Samuel Baumgarten

*Professor of Physical Education and Chairperson of the Department of Movement Arts, Health Promotion and Leisure Studies*  
BA (Brown University); MA (New York University)

## Matthew Bell\*

*Assistant Professor of English*  
BA (University of California); MA, PhD (Tufts University)

## Christopher Bloch

*Assistant Professor of Biological Sciences*  
BS, MS (Old Dominion University); PhD (Texas Tech University)

NOTE: All faculty listed are full time faculty 2007-2008

\*Member of Graduate Faculty

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## John-Michael Bodi\*

*Associate Professor of Education*  
BFA (Ohio State University); MEd (University of Houston);  
PhD (The University of Texas at Austin)

## Darcy Boellstorff

*Assistant Professor of Geography*  
BS, MA, PhD (University of Nebraska at Lincoln)

## Barbara Bond

*Assistant Professor of Social Work*  
BA (Pennsylvania State University); MS (Ohio State University);  
MSW (Smith College School for Social Work); EdD (Boston  
University)

## Jeffery Bowen

*Associate Professor of Biological Sciences and Chairperson of the  
Department of Biological Sciences*  
BS, MS (California State Polytechnic University); PhD  
(Texas A&M University)

## Michael Boyd\*

*Associate Professor of English*  
BA, MA (University of Texas at Austin); PhD (University of  
Wisconsin at Madison)

## Thomas J. Brady\*

*Assistant Professor of Education*  
BS, EdD (Central Connecticut State University); MA  
(Saint Joseph College)

## Edward August Braun\*

*Professor of Physical Education and Acting Chairperson of the  
Department of Accounting and Finance*  
BS (Central Connecticut State College); MEd, EdD  
(Boston University)

## Mark Brenner

*Associate Professor of Social Work*  
BA (University of Massachusetts at Amherst); MSW  
(Boston University); PhD (Simmons College)

## Margaret Brooks\*

*Professor of Economics and Chairperson of the  
Department of Economics*  
BA, MA, PhD (Brown University)

## Amanda Brozana

*Instructor of Communication Studies*  
BA (Wilkes University); MA (University of Mississippi)

## Edward J. Brush

*Associate Professor of Chemistry and Chairperson of the  
Department of Chemical Sciences*  
BS (King's College); PhD (The Pennsylvania State University)

## Jon L. Bryan

*Professor of Management*  
BS, MBA (University of Massachusetts at Dartmouth); DEd  
(University of Massachusetts at Amherst)

## Elaine Bukowiecki

*Associate Professor of Education*  
BS (Clark University); MA (Assumption College); CAGS  
(Lesley College); DEd (University of Massachusetts at Lowell)

## Lydia J. Burak\*

*Professor of Health*  
BA (University of Massachusetts at Amherst); MEd  
(Worcester State College); PhD (University of Oregon)

## Joseph Burdo

*Assistant Professor of Biological Sciences*  
BS (Western Michigan University); PhD (Pennsylvania State  
College of Medicine)

## Heidi Burgiel

*Assistant Professor of Mathematics*  
BS (Massachusetts Institute of Technology); PhD (University  
of Washington)

## John A. Calicchia\*

*Associate Professor of Psychology*  
BA (University of Rhode Island); MA (University of Hartford);  
PhD (Northeastern University)

## Walter F. Carroll\*

*Professor of Sociology*  
BA, MA, PhD (The American University)

## Benjamin Carson\*

*Assistant Professor of English*  
BA (University of South Dakota); MA, PhD (University of  
Nebraska at Lincoln)

## Michael J. Carson

*Professor of Biological Sciences*  
B.Sc. (University of Alberta); PhD (University of Washington)

## Hang-Ling Chang

*Professor of Mathematics and Computer Science*  
BS (National Chung-Hsing University); MS (Tsing-Swa  
University); MA (Columbia University); PhD (The University  
of Alabama)

## Zon-I Chang

*Professor of Mathematics and Computer Science*  
BS (National Chung-Hsing University); MS, PhD  
(University of Illinois at Urbana)

## Gregory Chaplin\*

*Assistant Professor of English*  
BA (Albright College); PhD (The University of Texas at Austin)



## **Kyung-shick Choi\***

*Assistant Professor of Criminal Justice*  
BS (Northeastern University); MS (Boston University); PhD (Indiana University of Pennsylvania)

## **Anthony Cicerone\***

*Professor of Economics*  
BA (Acadia University); MA, PhD (Northeastern University)

## **Robert Cicerone**

*Associate Professor of Geology*  
BS (Northeastern University); MS (Boston College); MBA (Regis College); PhD (Massachusetts Institute of Technology)

## **Sandra Ciocci\***

*Professor of Communication Disorders and Coordinator of the Communication Disorders Program*  
BS, PhD (University of Massachusetts at Amherst); MEd (Northeastern University)

## **Sandra L. Clark**

*Professor of Geography and Chairperson of the Department of Geography*  
BA (Plymouth State College); MA (University of Colorado); PhD (Arizona State University)

## **Jodi H. Cohen**

*Assistant Professor of Sociology*  
BA (Colgate University); MA (Simmons College); PhD (Northeastern University)

## **Robert Colandreo**

*Assistant Professor of Physical Education*  
BS (Bridgewater State College); MSP.T. (Boston University); DPT (Boston University)

## **Delayne Connor**

*Associate Professor of Special Education*  
BA (Hiram College); MEd, PhD (Kent State University)

## **Mary Connor**

*Associate Professor of Special Education*  
BA (Stonehill College); MEd (Bridgewater State College); DEd (Boston University)

## **Theresa Coogan**

*Assistant Professor of Counselor Education*  
BA, EdM, PhD (State University of New York at Buffalo)

## **Veronica Coté**

*Assistant Professor of Aviation Science*  
BS (Bridgewater State College); MAS (Embry-Riddle Aeronautical University) ATP, CF II

## **Craig S. Cowles\***

*Professor of Management*  
BS (University of Nebraska); MBA (University of Hartford); PhD (University of Kansas)

## **Michelle Cox\***

*Assistant Professor of English*  
BA, MA, PhD (University of New Hampshire)

## **Leigh Craven**

*Assistant Professor of Art*  
BFA (Cornell University); MFA (Rhode Island School of Design)

## **James Crowley**

*Assistant Professor of English*  
AB (College of the Holy Cross); MA, PhD (University of Delaware)

## **Mark D. Crowley**

*Assistant Professor of Accounting and Finance*  
BA (Bates College); MBA, MS (Northeastern University)

## **David Mallory Culver\***

*Professor of History*  
AB (Colgate University); MA, PhD (Boston University)

## **Thomas Michael Curley\***

*Professor of English*  
AB (Boston College); MA, PhD (Harvard University)

## **Kevin D. Curry\***

*Professor of Biological Sciences*  
BA (Central College); MS (University of Arizona); PhD (Purdue University)

## **Kimberly Davis\***

*Assistant Professor of English*  
AB (Harvard University); MA, PhD (University of Virginia)

## **Jo-Ann Della-Giustina\***

*Assistant Professor of Criminal Justice*  
BA (Clark University); MA (Columbia College); JD (IIT Chicago-Kent College of Law); PhD (City University of New York Graduate Center)

## **Fang Deng**

*Associate Professor of Sociology*  
BA (Capital University of Economics and Business, Beijing); MA (Peking University); PhD (University of Chicago)

## **Dion Dennis\***

*Associate Professor of Criminal Justice*  
BA (Northeastern Illinois University); MS, PhD (Arizona State University)

## **Edward F. Deveney**

*Professor of Physics*  
BS, PhD (The University of Connecticut)

## **William Devlin**

*Assistant Professor of Philosophy*  
BA, PhD (Boston University); MA (University of Wyoming)

\*Member of Graduate Faculty



## Arthur L. Dirks\*

*Professor of Theater Arts*

BA (Fort Hays State College); MA (University of Kansas); MFA (Illinois State University); EdD (University of Massachusetts at Boston)

## Kenneth Dobush

*Associate Professor of Education*

BFA (Fordham University); MS (College of Saint Rose); PhD (University of Albany)

## Vernon Domingo\*

*Professor of Geography*

BA (University of the Western Cape, S.A.); MA, PhD (Clark University)

## Carleton M. Donchess\*

*Professor of Accounting and Finance*

BS (Stonehill College); MBA (Babson College); MSA (Bentley College); CMA

## Mary Dondero\*

*Assistant Professor of Art*

BFA (Roger Williams University); MAT (Rhode Island School of Design); MFA (University of Massachusetts at Dartmouth)

## Shannon Donovan\*

*Associate Professor of Accounting and Finance*

BA, MSF (Boston College); DBA (Nova Southeastern University)

## Emily Douglas

*Assistant Professor of Social Work*

BA (Clark University); MS, PhD (University of Massachusetts at Boston)

## Anne E. Doyle\*

*Associate Professor of English*

BA (Emmanuel College); MA (Boston College); PhD (University of Illinois at Chicago)

## Roger T. Dunn\*

*Professor of Art*

BA, BFA (Pennsylvania State University); MFA (Pratt Institute); PhD (Northwestern University)

## Jason Edwards

*Assistant Professor of Communication Studies*

BA (Concordia College); MA (North Dakota State University); MA (Minnesota State University); PhD (Georgia State University)

## Mahmoud El-Hashash

*Associate Professor of Mathematics*

BSc, MSc (Alexandria University, Egypt); PhD (Northeastern University)

## Patricia Emmons

*Assistant Professor of Education*

BS, EdD (Central Connecticut State University); MAT (Connecticut College)

*\*Member of Graduate Faculty*

## Elizabeth Englander\*

*Professor of Psychology*

BA (University of California at Berkley); MA, PhD (University of Southern California)

## Richard L.C. Enright

*Professor of Geology*

BA, MS, PhD (Rutgers University)

## Kathryn Evans\*

*Assistant Professor of English*

BA (University of Chicago); MA, PhD (University of Illinois at Urbana-Champaign)

## Benedicta Eyemaro\*

*Assistant Professor of Education*

BSc, MSc (University of Benin); EdD (University of Massachusetts at Lowell)

## Sandra Faiman-Silva\*

*Professor of Anthropology*

BA (University of Massachusetts at Amherst); MA (University of Minnesota); PhD (Boston University)

## Paul James Fairbanks\*

*Professor of Mathematics and Computer Science*

BA (Bridgewater State College); MS (Southern Illinois University); DA (University of Northern Colorado)

## Patricia Fanning

*Associate Professor of Sociology and Chairperson of the Department of Sociology*

BA (Wheaton College); MA, PhD (Boston College)

## Michael F. Farley

*Associate Professor of Aviation Science and Chairperson of the Department of Aviation Science*

BS (Bridgewater State College); MPA (San Diego State University)

## Ruth D. Farrar\*

*Professor of Education*

BA (Eastern Nazarene College); MS, EdD (Hofstra University)

## Karen Fein

*Assistant Professor of Social Work*

BA (William Woods College); MSW (University of Michigan); PhD (State University of New York at Albany)

## Mercer Fellouris\*

*Professor of Management*

BS (Simmons College); MBA (University of Massachusetts at Dartmouth)

## Fernanda Ferreira

*Associate Professor of Spanish and Portuguese, and Chairperson of the Department of Foreign Languages*

BA (Universidade Federal de Pernambuco, Recife); MA (University of Illinois at Urbana-Champaign); PhD (University of New Mexico)



## Helene S. Fine\*

*Professor of Management*

AB (University of Chicago); MEd (Chicago Consortium of Colleges and Universities with Concordia College); MS (University of Chicago); PhD (Northwestern University)

## Robert Edward Fitzgibbons

*Professor of Philosophy*

AB (Tufts University); EdM (Temple University); PhD (Boston University)

## Lucille M. Fortunato\*

*Professor of History*

BA, MA (Bridgewater State College); PhD (Boston College)

## Diana J. Fox

*Associate Professor of Anthropology*

BA (Oberlin College); MA (University of Arizona); PhD (University of Massachusetts at Amherst)

## Brian Frederick

*Assistant Professor of Political Science*

BS (Mac Murray College); MA (University of Illinois at Springfield); PhD (Northern Illinois University)

## Melissa Freeburg

*Assistant Professor of Counselor Education*

BA (Albertson College of Idaho); MA (Northwest Nazarene University); PhD (Idaho State University)

## Sabrina Gentlewarrior

*Assistant Professor of Social Work*

BSW (University of Wisconsin at Eau Claire); MSW (University of Wisconsin at Madison); PhD (Simmons College School of Social Work)

## Ivana George

*Assistant Professor of Art*

BFA (Guilford College); MFA (The School of the Museum of Fine Arts/Tufts University)

## Soma Ghosh

*Assistant Professor of Economics*

BSc (Scottish Church College); MSc (University of Calcutta); MA, PhD (Clark University)

## Phyllis Gimbel\*

*Assistant Professor of Education*

BA (Hood College); MA (Columbia University); EdM (Harvard University); EdD (University of Massachusetts at Lowell)

## Aviva Twersky Glasner\*

*Assistant Professor of Criminal Justice*

AA (Ocean County College); BA (Thomas Edison State College of New Jersey); MA (John Jay College of Criminal Justice); PhD (City University of New York)

## Walter Joseph Gleason

*Professor of Mathematics*

BS (Boston State College); MA (Boston College)

## Nicole Glen

*Instructor of Elementary and Early Childhood Education*

BS (State University of New York College at Brockport); MS (Syracuse University)

## Jude Gonsalvez

*Assistant Professor of Social Work*

BA (The American College); MA (Loyola College); MGL (Madurai Law College); PhD (Madras Christian College)

## Frank R. Gorga\*

*Professor of Chemistry*

BS (Adelphi University); PhD (Dartmouth College)

## Louise Graham\*

*Associate Professor of Counselor Education*

BS, MAT (Bridgewater State College); MA, PhD (Boston College)

## Joshua R. Greenberg

*Assistant Professor of History*

BA (University of California at Santa Cruz); MA, PhD (American University)

## Steven Greenberg\*

*Professor of Education*

BA, MEd (Northeastern University); EdD (University of Massachusetts at Amherst)

## Martin Grossman

*Associate Professor of Management*

BAS (Florida Atlantic University); MIBA; DBA (Nova Southeastern University)

## Steven Haefner

*Associate Professor of Chemistry*

BSc (University of California at Los Angeles); PhD (Michigan State University)

## Ruth Therese Hannon\*

*Professor of Psychology*

BS (Wayne State University); PhD (Catholic University of America)

## Robert W. Haslam\*

*Professor of Physical Education*

BS (Northeastern University); MA, PhD (University of Maryland)

## James Hayes-Bohanan

*Associate Professor of Geography*

BS (University of Maryland/Baltimore County); MA (Miami University); PhD (University of Arizona)

## Wendy Haynes

*Associate Professor of Political Science*

BS, MS (University of Oregon); PhD (Northeastern University)

\*Member of Graduate Faculty

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog



## Maria Hegbloom

*Instructor of Communication Studies*  
BA, MA (Boise State University)

## Ward A. Heilman\*

*Associate Professor of Mathematics*  
BA, BS (State University of New York at New Paltz); MA (Pennsylvania State University); PhD (Northeastern University)

## Robert A. Hellström

*Associate Professor of Geography*  
BS, MS, PhD (The Ohio State University)

## Leonid Heretz\*

*Professor of History and Chairperson of the Department of History*  
AB (Harvard College); AM, PhD (Harvard University)

## Anne Hird\*

*Associate Professor of Education*  
BA (Brown University); MS (Simmons College); PhD (University of Rhode Island)

## Curtiss R. Hoffman\*

*Professor of Anthropology and Chairperson of the Department of Anthropology*  
BA (Brandeis University); PhD (Yale University)

## Andrew C. Holman\*

*Professor of History*  
BA (McGill University); MA (McMaster University); PhD (York University)

## Jonathan B. Holmes

*Assistant Professor of Psychology and Chairperson of the Department of Psychology*  
BA (University of Massachusetts at Amherst); MA, PhD (State University of New York at Stony Brook)

## John W. Hooker

*Assistant Professor of Art*  
BS (Missouri State University); MFA (University of Notre Dame)

## Joseph Henry Huber\*

*Professor of Physical Education*  
BS (West Chester State College); MA (University of Maryland); PhD (Ohio State University)

## J. Michael Hurley

*Associate Professor of English*  
BS (North Dakota State University); MA (Indiana University); MAT (Bridgewater State College)

## Michael Ierardi

*Associate Professor of History*  
BA (Yale University); MA, PhD (University of California at Berkeley)

## Ellen Ingmanson

*Associate Professor of Anthropology*  
BA (University of Colorado); MA, PhD (University of Oregon)

## Bjorn Ingvoldstad

*Assistant Professor of Communication*  
BA (Gustavus Adolphus College); MA (University of Texas at Austin); PhD (Indiana University at Bloomington)

## John Curtis Jahoda\*

*Professor of Biological Sciences*  
BA (University of Connecticut); PhD (Oklahoma State University)

## Edward Warren James

*Professor of Philosophy*  
BA (Tufts University); PhD (University of Southern California)

## Tina Jameson

*Assistant Professor of Psychology*  
BA (Whitman College); MA (University of Massachusetts at Dartmouth); PhD (Washington State University)

## Margaret Munson Johnson\*

*Professor of Psychology*  
BA (Macalester College); MA, PhD (Boston University)

## Michael L. Jones

*Assistant Professor of Economics*  
BA, MA, PhD (University of New Mexico)

## Jeri Katz\*

*Associate Professor of Special Education*  
BS (University of Rhode Island); MEd (Bridgewater State College); DEd (Boston College)

## Mark Kemper

*Associate Professor of Political Science*  
BA (Northern Illinois University); MA, PhD (Ohio State University)

## Sylvia Poster Keyes

*Professor of Management*  
BS, CAS (Northeastern University); MBA (Babson College)

## Cielito M. King

*Associate Professor of Chemistry*  
BS (University of the Philippines at Los Banos, Laguna); PhD (University of Cincinnati)

## Teresa King

*Associate Professor of Psychology*  
BS, MA, PhD (University of Houston)

## Lucinda King-Frode\*

*Associate Professor of Social Work*  
BA (Wheaton College); MSW (Simmons College); MBA (Boston College); PhD (Brandeis University)



## Thomas Kling

*Associate Professor of Physics*

BS (Loyola University of New Orleans); MS, PhD (University of Pittsburgh)

## Jodie Kluver

*Instructor of Political Science*

BS, MPA (University of Nebraska at Omaha)

## Michael Kocet\*

*Associate Professor of Counselor Education and Chairperson of the Department of Counselor Education*

BLS, MA (Bowling Green State University); PhD (University of Arkansas)

## Jean Louise Kreiling

*Professor of Music*

BA (College of William and Mary); MA (University of Virginia); BA (University of North Carolina at Greensboro); MA, PhD (University of North Carolina at Chapel Hill)

## Merideth Krevosky

*Associate Professor of Biological Sciences*

BS (Saint Mary's College); PhD (Loyola University Medical Center)

## Michael Krol

*Associate Professor of Geology and Chairperson of the Department of Earth Sciences*

BS (State University of New York at Oneonta); MS (Bowling Green State University); PhD (Lehigh University)

## Michael John Kryzanek\*

*Professor of Political Science*

BA (Marquette University); MA, PhD (University of Massachusetts at Amherst)

## John Kucich\*

*Associate Professor of English and Chairperson of the Department of English*

BA (Williams College); MAT (Brown University); PhD (Tufts University)

## Kathleen M. Laquale\*

*Associate Professor of Physical Education*

BS, PhD (University of Rhode Island); MS (Indiana State University)

## Rebecca Sonnabend Leavitt\*

*Professor of Social Work*

BA (Butler University); MSS.S. (Boston University School of Social Work); PhD (Simmons College School of Social Work)

## James Leone

*Assistant Professor of Movement Arts, Health Promotion and Leisure Studies*

BS (Bridgewater State College); MS (Indiana State University); PhD (Southern Illinois University)

## Deniz Leuenberger

*Assistant Professor of Political Science*

BA (Midland College); MPA, PhD (University of Nebraska at Omaha)

## Leora Lev

*Professor of Spanish*

BA (Brandeis University); MA, PhD (Harvard University)

## William Charles Levin\*

*Professor of Sociology*

BS, MS (Boston University); PhD (Northeastern University)

## Stephen Mark Levine

*Professor of Theater*

BA (Moravian College); MA, PhD (University of Denver)

## Keith Lewinstein

*Associate Professor of History*

AB (University of California at Berkeley); MA, PhD (Princeton University)

## Mitchell Librett\*

*Assistant Professor of Criminal Justice*

BFA (University of Arizona); PhD (City University of New York Graduate Center)

## Joel Peter Litvin\*

*Professor of Communication*

BA, MA (San Francisco State College); PhD (University of Denver)

## Arthur E. Lizie Jr.

*Associate Professor of Communication*

BA (University of New Hampshire); MA (University of Massachusetts at Amherst); PhD (Temple University)

## Shannon Lockard

*Assistant Professor of Mathematics and Computer Science*

BS (Eastern Kentucky University); MS, PhD (Clemson University)

## Daniel M. Lomba Jr.

*Assistant Professor of Economics*

BS, PhD (Northeastern University)

## Howard B. London\*

*Professor of Sociology and Acting Provost and Vice President for Academic Affairs*

BA (Bowdoin College); MA, PhD (Boston College)

## Samer Lone

*Assistant Professor of Chemical Sciences*

BS (Oakland University); PhD (Wayne State University)

## Rob Lorenson\*

*Associate Professor of Art*

BFA (University of Northern Iowa); MFA (Northern Illinois University)

\*Member of Graduate Faculty

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog



## Torben Steen Lorenzen

*Associate Professor of Computer Science*  
BA (Bates College); MS (University of Connecticut); MS (University of North Carolina at Chapel Hill)

## Beverly B. Lovett\*

*Associate Professor of Social Work*  
BS (University of Massachusetts at Amherst); MSW (Simmons College School of Social Work); DSW (Tulane University)

## Margaret A. Lowe\*

*Associate Professor of History*  
BA (University of Vermont); MA, PhD (University of Massachusetts at Amherst)

## Christy P. Lyons

*Assistant Professor of Counselor Education*  
BA (University of Oklahoma); MEd, PhD (Ohio University)

## Kim Mac Innis\*

*Professor of Sociology*  
BA (St. Francis Xavier University); MS (Dalhousie University); PhD (Northeastern University)

## Robert MacMillan\*

*Professor of Special Education and Chairperson of the Department of Special Education and Communication Disorders*  
BS, MEd (Frostburg State College); MA (West Virginia University); EdD (University of Alabama)

## Michael Makokian

*Associate Professor of Mathematics and Computer Science*  
BA (Rhode Island College); MA (Rutgers University)

## Michelle Mamberg

*Assistant Professor of Psychology*  
BA (State University of New York at Purchase); MA, PhD (Clark University)

## Patricia Mancini

*Associate Professor of Biological Sciences*  
BA (Douglass College); MPhil, PhD (Yale University)

## Emily Mann

*Assistant Professor of Social Work*  
BA (State University of New York at Geneseco); MSSW, PhD (University of Wisconsin at Madison)

## Boriana Marintcheva

*Assistant Professor of Biological Sciences*  
BS, MS (Sofia University); PhD (University of Connecticut)

## Anna Martin-Jearld\*

*Professor of Social Work*  
BA (Ohio Dominican College); MSW, PhD (University of Pittsburgh)

## John Marvelle\*

*Professor of Education*  
BA, MEd (Bridgewater State College); EdD (University of Massachusetts at Amherst)

## Mark Mattesi

*Assistant Professor of Physical Education*  
BS (University of Michigan); MA, PhD (West Virginia University)

## Theodore Mattocks

*Associate Professor of Secondary Education and Professional Programs*  
BS, MEd, EdD (Montana State University)

## Laura McAlinden

*Assistant Professor of Philosophy*  
BA (Mount Holyoke College); MA, PhD (University of Wisconsin at Madison)

## Michael McClintock\*

*Assistant Professor of English*  
BA (University of California); MA, PhD (Tufts University)

## Melanie McNaughton

*Assistant Professor of Communication Studies*  
BA (University of Calgary); MA (Pennsylvania State University); PhD (University of Georgia)

## Sarah McQuarrie-Sherwin

*Instructor of Music*  
BA (Castleton State College); M. Mus (University of Maine)

## Rebecca Metcalf

*Assistant Professor of Mathematics and Computer Science*  
AAS (Genesee Community College); BS, MA ,PhD (State University of New York at Buffalo)

## Thomas J. Mickey\*

*Professor of Communication*  
BA, MA (Mount Carmel College); MS (Boston University); PhD (University of Iowa)

## Susan Jane Miskelly

*Associate Professor of Communication*  
BA (Towson State College); MA (Bowling Green State University)

## Brenda Molife\*

*Associate Professor of Art*  
BA (University of Illinois); MA (Art History), MA (Library Science), PhD (University of Iowa)

## Lee Mondshein

*Assistant Professor of Computer Science*  
AB (Drew University); AM, PhD (Harvard University)

## F. Hardy Moore\*

*Professor of Biological Sciences*  
BA (Denison University); PhD (University of Wisconsin)



## Thomas Eugene Moore\*

*Professor of Mathematics and Computer Science*  
AB (Stonehill College); MS (University of Notre Dame)

## Nancy Moses\*

*Professor of Dance*  
BS, MS (Iowa State University); EdD (Boston University)

## Shaheen Mozaffar\*

*Professor of Political Science*  
BA, MA (Bowling Green State University); PhD (Miami University)

## Atandra Mukhopadhyay

*Associate Professor of Foreign Languages*  
BA, MA (Jadavpur University); BA (Jawaharlal Nehru University); MA (Indiana State University); PhD (Pennsylvania State University)

## Dorothy Mulcahy

*Professor of Management*  
BA (Boston University); MBA (Boston College); PhD (Northeastern University)

## John Mulrooney

*Assistant Professor of English*  
AA (Dean College); BA (Suffolk University); MFA (New York University)

## Sandra Neargarder\*

*Associate Professor of Psychology*  
BS (Wright State University); MA, PhD (Vanderbilt University)

## John R. Nee

*Associate Professor of Mathematics and Computer Science*  
BA, MA (Northeastern University); MA (Boston University)

## Gregory D. Nelson\*

*Professor of Education*  
BA (Rice University); MA, PhD (University of Washington)

## Stephen Nelson\*

*Assistant Professor of Education*  
AB (Gettysburg College); MARS (Hartford Seminary); MDiv (Andover Newton Theological School); PhD (University of Connecticut)

## Deborah Nemko

*Associate Professor of Music*  
BM (University of Illinois, Urbana-Champaign); MM (Arizona State University); DMA (University of Arizona)

## Thanh Nguyen\*

*Associate Professor of Education*  
BA (University of Massachusetts at Boston); EdM, EdD (Harvard University)

## Jeffrey P. Nicholas

*Associate Professor of Psychology*  
BS (Salem State College); MS, PhD (Purdue University)

## Carol Nicholeris

*Professor of Music*  
BA, DMA (Boston University); MAT (Bridgewater State College)

## Chifuru Noda

*Assistant Professor of Chemistry*  
BSc, MSc (Kobe University); PhD (Stanford University)

## Mercedes Nunez\*

*Professor of Art*  
BFA, MFA (University of Miami)

## Amos O. Nwosu\*

*Professor of Health*  
BS (University of Nigeria); MS (University of South Carolina); PhD (Texas Woman's University)

## Erin O'Connor

*Associate Professor of History*  
BA (Brandeis University); PhD (Boston College)

## Orlando Olivares\*

*Professor of Psychology*  
BS (Regis University); MS (New Mexico Highlands University); PhD (Texas A & M University)

## David O'Malley

*Assistant Professor of Social Work*  
BS (University of Connecticut); MDiv (Yale University Divinity School); MSW (Southern Connecticut State University); PhD (Case Western Reserve University)

## Nancy Owens

*Associate Professor of Communication*  
BS (Emerson College); MA, PhD (Indiana University)

## Donald Padgett

*Associate Professor of Biological Sciences*  
BS (Susquehanna University); MS, PhD (University of New Hampshire)

## Matthew Parrett

*Assistant Professor of Economics*  
BA (University of Mary Washington); MA, PhD (Virginia Tech)

## Glenn Pavlicek\*

*Professor of Mathematics and Computer Science*  
ScB (Brown University); MS, PhD (Northeastern University)

## Dina Perrone\*

*Assistant Professor of Criminal Justice*  
BA (State University of New York at Geneseo); MA, PhD (Rutgers University)

## Carolyn Petrosino\*

*Associate Professor of Criminal Justice and Chairperson of the Department of Criminal Justice*  
BA (Howard University); MSW, PhD (Rutgers University)

\*Member of Graduate Faculty

Note: See Catalog Web Addenda at [www.bridgew.edu/catalog/addenda](http://www.bridgew.edu/catalog/addenda) as that information supersedes the published version of this catalog.



## **Evelyn L. Pezzulich\***

*Professor of English*

BA, MA, DA (The Catholic University)

## **Magaly Ponce**

*Associate Professor of Art*

Licenciatura en Diseño Grafico (Universidad de Valparaiso);

MFA (Syracuse University)

## **Lois E. Poule**

*Professor of English*

AB (Emmanuel College); MA, PhD (Indiana University)

## **Dorothy May Pulsifer\***

*Professor of Art and Chairperson of the Department of Art*

BS, MEd (University of Massachusetts at Amherst)

## **Francine Quaglio**

*Professor of Philosophy*

BA (Douglass College, Rutgers University); PhD (Drew University)

## **Richard Wayne Quindley\***

*Associate Professor of Mathematics*

AB, MS (Northeastern University)

## **James W. Quinn**

*Associate Professor of Theater*

BFA (Boston University School of Fine Arts); MFA (Yale University School of Drama)

## **Suzanne Ramczyk\***

*Professor of Theater*

BA (San Jose University); MA, PhD (University of Oregon)

## **Madhusudana N. Rao\***

*Associate Professor of Geography*

BCom (Andhra University); MPhil, MA (Jawaharlal Nehru University); PhD (Kent State University)

## **Maxine L. Rawlins\***

*Professor of Counselor Education*

BS (Tufts University); PhD, EdM (University of Rochester)

## **David Bruce Richards\***

*Professor of Psychology*

BA (University of Missouri); MA, PhD (Clark University)

## **Karen Pagnano Richardson**

*Assistant Professor of Physical Education*

BS (Springfield College); MS (Indiana State University); EdD (University of Massachusetts at Amherst)

## **Ellyn M. Robinson\***

*Associate Professor of Physical Education*

BS, MS (Bridgewater State College); DPE (Springfield College)

## **Jonathan Roling**

*Assistant Professor of Biological Sciences*

BS (Erskine College); MS, PhD (University of Texas at El Paso)

## **Maura Rosenthal**

*Assistant Professor of Physical Education*

BA (Emory University); MA (George Washington University);

PhD (University of Minnesota)

## **Stanley Ross**

*Associate Professor of Management*

BA (Boston University); MEd (University of Arizona); PhD (State University of New York at Buffalo)

## **Donald Running**

*Assistant Professor of Music*

BME (University of Wisconsin at Superior); MA, PhD (University of Minnesota at Twin Cities)

## **Pamela J. Russell\***

*Associate Professor of Physical Education*

BS (University of New Hampshire); MS (Washington State University); PhD (University of Maryland at College Park)

## **Peter J. Saccocia**

*Professor of Geology*

BA (Colby College); MS, PhD (University of Minnesota)

## **Salil Sachdev**

*Associate Professor of Music and Chairperson of the Department of Music*

BA (Delhi University); MA (Northwestern University); MM (Ohio University); DMA (University of Miami)

## **John F. Santore**

*Assistant Professor of Computer Science*

BA (University of Rochester); MS, PhD (State University of New York at Buffalo)

## **Abdul Sattar\***

*Associate Professor of Mathematics and Computer Science*

MS (University of Karachi, Pakistan); MA (University of Massachusetts at Boston); MA (Northeastern University)

## **Robert P. Saunders III\***

*Assistant Professor of Art*

BFA (Shorter College); MFA (Rochester Institute of Technology)

## **Minae Savas**

*Instructor of Foreign Languages*

BA (Kyoto University of Foreign Studies); MEd (Temple University); MA (Ohio State University at Columbus)

## **Ignatius Philip Scalisi\***

*Professor of Mathematics and Computer Science*

BS, MS (Northeastern University)



## George Serra\*

*Professor of Political Science and Chairperson of the  
Department of Political Science*  
BA, MA, PhD (State University of New York at Stony Brook)

## Kathleen M. Seigny\*

*Professor of Accounting and Finance*  
BA (Bates College); MBA (Babson College); MSA  
(Bentley College)

## John Sexton

*Assistant Professor of English*  
BA (Goddard College); MA, PhD (University of Connecticut)

## Raman Seylon

*Assistant Professor of History*  
BA (University of Toledo); MA, PhD (University of Toronto)

## Henry Shaffer

*Professor of Theater and Chairperson of the  
Department of Theater and Dance*  
BA (Georgetown University); MFA (Carnegie-Mellon University)

## Uma Shama\*

*Professor of Mathematics and Computer Science and Chairperson  
of the Department of Mathematics and Computer Science*  
BS, MS (Bangalore University); MS, PhD (University  
of Connecticut)

## Deborah A. Sheehy

*Associate Professor of Physical Education*  
BS (Union University); MEd (University of Memphis); EdD  
(University of Massachusetts at Amherst)

## Mary E. Shorey\*

*Professor of Education*  
BS (University of Maine); MEd (Utah State University); PhD  
(The Ohio State University)

## Amanda T. Shyne

*Assistant Professor of Psychology*  
BA (Stonehill College); MA, PhD (Northeastern University)

## Peter Sietins

*Assistant Professor of Management*  
BS (Bridgewater State College); MS (Northeastern University);  
MBA (Bentley College); DBA (Nova Southeastern University)

## Lidia Silveira\*

*Professor of Special Education*  
BS, MEd (Boston State College); MA (Brown University), EdD  
(Boston University)

## Harold Silverman\*

*Professor of Accounting and Finance*  
BA (Bates College); J.D., L.L.M. (Boston University Law School);  
CPA

## Philip Thomas Silvia Jr.\*

*Professor of History*  
BA (Providence College); MA, PhD (Fordham University)

## Melissa Singer

*Assistant Professor of Psychology*  
BA (Northeastern Illinois University); MA, PhD (University  
of Chicago)

## Aeon Skoble

*Professor of Philosophy and Chairperson of the Department of  
Philosophy*  
BA (University of Pennsylvania); MA, PhD (Temple University)

## Michael C. Sloan\*

*Assistant Professor of Aviation Science*  
BA (Queens College/CUNY); MA (New York University) ATP, CT II

## Jadwiga S. Smith\*

*Professor of English*  
B.A. (Beirut XLI Lyceum); MA (Jagiellonian University); PhD  
(Duchesne University)

## Margaret L. Snook

*Professor of Foreign Languages*  
BS (Southern Connecticut State University); MA, PhD  
(University of Illinois at Urbana-Champaign)

## Elizabeth Spievak

*Associate Professor of Psychology*  
BS (Indiana University); MBA (Miami University); MA  
(Wright State University); PhD (University of Louisville)

## Beatrice St. Laurent\*

*Associate Professor of Art*  
BA, MA (University of Massachusetts at Amherst); MA, PhD  
(Harvard University)

## Julia Stakhnevich

*Associate Professor of English*  
MA (Lenin Moscow Teaching Training University); PhD  
(The University of Mississippi)

## Judith McNutt Stanton

*Professor of English*  
BA, MA (University of Maine); PhD (Boston College)

## Frank Sterrett\*

*Professor of Management*  
BS (Moravian College); MBA (Rensselaer Polytechnic Institute);  
DBA (Boston University)

## Jean Frances Stonehouse\*

*Professor of History*  
BA (Bridgewater State College); MA (Boston University)

\*Member of Graduate Faculty



## Margaret Stout

*Assistant Professor of Political Science*

AA (Kendal College); BS (Northern Arizona University); MS (National College of Education); PhD (Arizona State University)

## Nancy Lynch Street\*

*Professor of Communication*

BA (University of North Carolina); MA, PhD (University of Colorado)

## Robert Sylvester\*

*Associate Professor of Education*

BSc (Salem State College); MEd (Bridgewater State College); PhD (University of Bath)

## Donald Tarallo

*Assistant Professor of Art*

BA (Clark University); MFA (Rhode Island School of Design)

## Gerald Joseph Thornell\*

*Professor of Education*

BA (Curry College); MS (Central Connecticut College); DEd (Boston College)

## Wing-kai To\*

*Professor of History*

BA, MPhil (Chinese University of Hong Kong); PhD (University of California at Davis)

## Susan Ann Todd\*

*Professor of Psychology*

BA, PhD (Vanderbilt University)

## Thomas Reed Turner\*

*Professor of History*

AB, AM, PhD (Boston University)

## Nancy Van Leuven

*Assistant Professor of Communication*

BA (California State University at Fullerton); MA (California State University at Sacramento)

## Henry Vandenburg

*Associate Professor of Sociology*

BA (Sonoma State University); MA (University of California at Irvine); PhD (The University of Texas at Austin)

## Kathleen Vejvoda\*

*Assistant Professor of English*

BA (University of Massachusetts at Boston); MA, PhD (The University of Texas at Austin)

## Michele Wakin

*Assistant Professor of Sociology*

BA (Clark University); EdM (University of Boston); MA, PhD (University of California)

## Jerald Walker\*

*Assistant Professor of English*

BA, MFA, PhD (The University of Iowa)

## Stephen Waratuke

*Assistant Professor of Chemical Sciences*

BA (University of Pittsburgh); PhD (Purdue University)

## Jody Weber

*Assistant Professor of Theater*

BFA (State University of New York at Purchase); MA (American University); PhD (Boston University)

## Jonathan White

*Assistant Professor of Sociology*

BA (Brandeis University); MA, PhD (Boston College)

## Sarah Wiggins

*Assistant Professor of History*

BA (Hendrix College); MA, PhD (University of London)

## Jeffrey J. Williams\*

*Professor of Physics*

BSc (Massachusetts College of Liberal Arts); PhD (Clark University)

## Nancy L. Witherell\*

*Professor of Education and Chairperson of the Department of Elementary and Early Childhood Education*

BA (University of Massachusetts Dartmouth); MEd (University of Maryland); EdD (University of Massachusetts at Lowell)

## Robert Wolk

*Associate Professor of Management and Chairperson of the Department of the Management*

BA (Long Island University); MBA (Suffolk University); DBA (Nova Southeastern University)

## Catherine Womack

*Associate Professor of Philosophy*

BA (University of South Carolina); PhD (Massachusetts Institute of Technology)

## Richard Wright\*

*Assistant Professor of Criminal Justice*

BA (Burlington College); MA, PhD (University of Massachusetts at Boston)

## Lynne R. Yeamans

*Associate Professor of Education and Chairperson of the*

*Department of Secondary Education and Professional Programs*  
BS (Bridgewater State College); MSPE (Smith College); EdD (Harvard University)

## Steven G. Young

*Associate Professor of Music*

B.Mus (Barrington College); M. Mus (New England Conservatory of Music); DMA (Boston University School of Arts)



## **Spencer Zeiger**

*Professor of Social Work and Chairperson of the Department of Social Work*

BA (University of California at Santa Cruz); MA (California State University); MSW, PhD (University of Washington)

## **Ju Zhou**

*Instructor of Mathematics and Computer Science*

BS, MS (Zhengzhou University); MS (West Virginia University)

## **Raymond John ZuWallack\***

*Professor of Education*

BA (University of Connecticut); MS (Southern Connecticut State College); EdD (Clark University)

\*Member of Graduate Faculty



**Michael Somers**

*Director of Libraries*

BA (Oakland University); MA, MA (Purdue University); MLIS (University of Michigan)

**S. Mabell Bates**

*Associate Librarian*

*Archives/Special Collections*

SB (Simmons College); MEd (Bridgewater State College)

**Christine Brown**

*Associate Librarian*

*Educational Resources Center*

BA (State University of New York at Stony Brook); MEd (Fitchburg State College); MS (Simmons College)

**Sheau-Hwang Chang**

*Senior Librarian*

*Library Systems*

MLS (University of Alabama); MS (Bridgewater State College)

**Marcia Dinneen**

*Associate Librarian*

*Reference Department (Coordinator of Reference Services)*

BA (Mount Holyoke College); MLS (Columbia University); MA (Boston College); PhD (University of Rhode Island)

**Pamela Hayes-Bohanan**

*Associate Librarian*

*Reference Department (Coordinator of Library Instruction)*

BA (University of Maryland); MA (Miami University); MLS (University of Arizona)

**Dennis Moser**

*Assistant Librarian*

*Digital Services*

BA (University of Texas, Austin); MILS (University of Michigan)

**Kendra St. Aubin**

*Librarian*

*Collection Development and Acquisitions Services*

BA (Macalester College); MA (Farleigh Dickinson University); MA (University of Denver)

**Cynthia J. W. Svoboda**

*Associate Librarian*

*Access Services*

BA (Bridgewater State College); MLIS (University of Rhode Island)



## A

Academic Advising .....	13
Academic Achievement Center.....	14
Academic Calendar .....	4
Academic Dismissal (Graduate).....	57
Academic Experience.....	14
Academic Integrity	
Undergraduate.....	44
Graduate .....	52
Academic Policies	
Undergraduate.....	44
Graduate .....	52
Academic Probation	
Undergraduate.....	45
Graduate .....	53
Academic Programs	
Undergraduate.....	10, 33, 67, 163
Graduate .....	11, 58, 163
Academic Progress .....	30, 45, 53
Academic Separation	
Undergraduate.....	45
Graduate .....	53
Academic Standards	
Undergraduate.....	45
Graduate .....	57
Academic Year.....	4
Accelerated Postbaccalaureate	
Programs (APB).....	60, 203
Accounting .....	150
Accounting and Finance,	
Department of.....	150
Accreditation.....	Inside back cover
Actuarial Science Minor....	115, 151, 218
Administrative and Other College	
Offices .....	431
Admission	
Undergraduate.....	19
Graduate .....	60
Admission Decisions	
Undergraduate.....	21
Graduate .....	63
Adrian Tinsley Program .....	16
Advanced Placement Program .....	22
Advanced Standing .....	22
Affirmative Action Policy.....	6
Alumni Scholarships .....	31
American Politics.....	128
American Studies Minor .....	218
Anthropology, Department of .....	69
APB (Postbaccalaureate	
Program).....	60, 203
Appeals (Graduate) .....	53
Application/Fees, Undergraduate	
Program.....	25

Application, Graduate Program.....	62
Arabic.....	343
Archaeology.....	70
Air Force ROTC .....	32
Art, Department of .....	72
Arts and Sciences, School of .....	66
Asian Studies Minor .....	218
Assistantships, Graduate.....	31, 55
Athletic/Recreational Activities.....	17
Athletic Training .....	185, 197
Attendance Policy.....	48
Audit .....	47, 49
Aviation Management .....	154
Aviation Science.....	154
Aviation Science, Department of .....	154

## B

Bachelor's Degree .....	33, 67
Billing and Fee Payment.....	25
Biotechnology Minor .....	80
Biochemistry Minor .....	84
Biological Sciences, Department of.....	76
Blackboard.....	12
Board of Trustees.....	433
<i>Bridge, The</i> .....	16
Business, School of .....	149

## C

Calendar .....	4
Campus Life .....	17
Canadian Studies Minor .....	219
Cape Verdean Creole.....	344
CAPS (College Academic	
Program Sharing) .....	13
Certificate of Advanced	
Graduate Study (CAGS) .....	59, 62
CAGS in Education .....	168
Certificate Programs (Graduate).....	60
Change of Address (Graduate).....	53
Change of Concentration.....	48
Change of Grade	
Undergraduate.....	47
Graduate .....	53
Change of Major (Undergraduate).....	48
Change of Minor .....	49
Change of Name (Graduate).....	53
Change in Program (Graduate) .....	64
Chemical Sciences,	
Department of.....	82
Chemistry/Geology.....	89, 99, 219
Children's Center.....	18
Children's Physical Developmental	
Clinic .....	17
Chinese.....	34

Civic Education/Community	
Leadership Minor .....	220
Classification Designation.....	49
Classroom Conduct Policy.....	44
CLEP (College Level Examination	
Program).....	22
Commencement Ceremony.....	46
Commonwealth Honors.....	15, 42
Commonwealth Transfer Compact .....	20
Communication Lab .....	14
Communication Disorders.....	212
Communication Studies,	
Department of.....	85
Community Service.....	17
Compliance Policies, College.....	6
Comprehensive Examination.....	53
Computer Science .....	115
Computer Notebook Program.....	15
Concentration .....	34
Conduct.....	44
Confidentiality of Student Records.....	6
Consortia (see Cross-Registration)	
Contents, Table of.....	2
Continuation or Disruption of Course	
Registration .....	54
Continuing Education .....	15
Core Curriculum Requirements .....	35
Core Curriculum Course	
Notations .....	229
Counselor Education,	
Department of.....	169
Course Audit .....	47, 49
Course Charges	
Daytime .....	28, 29
Evening.....	28, 29
In-state .....	28, 29
Out of State .....	28, 29
Course Drop/Add .....	49, 54
Course Descriptions.....	231
Course Loads	
Undergraduate.....	49
Graduate .....	54
Course Numbering System.....	228
Course Numbering, Former .....	228
Course Subject Code Key.....	230
Course Withdrawal .....	51, 58
Credit by Examination .....	22, 49
Credit, Transfer of	
Undergraduate.....	20, 51, 160
Graduate .....	57
Credit, Undergraduate and	
Graduate .....	55
Criminal Justice, Department of.....	89
Cross-Listed Courses .....	228



Cross-Registration Programs ..... 13  
Cultural Organizations..... 17  
Cumulative Average (see GPA)

## D

Dance Minor ..... 147, 193, 221  
Dean's List ..... 47  
Decision/Notification Dates..... 21, 63  
Declaration of Concentration ..... 48  
Declaration of Major..... 48, 49  
Declaration of Minor ..... 49  
Degree Application  
Undergraduate..... 46  
Graduate ..... 55  
Degree Requirements  
Bachelor of Arts..... 46  
Bachelor of Science ..... 46  
Bachelor of Science in Education ..... 46  
Master of Arts ..... 64  
Master of Arts in Teaching ..... 64  
Master of Education ..... 64  
Master of Public  
Administration..... 65  
Master of Science..... 65  
Master of Science in Management.... 65  
Master of Social Work ..... 65  
CAGS..... 65  
Departmental Honors ..... 15, 43  
Departmental Resources..... 12  
Dining Charges ..... 26  
Directed Study  
Undergraduate..... 41  
Graduate ..... 55  
Directory, Administrative and Other  
Offices ..... 435  
Disability Resources..... 12  
Dismissal, Academic  
Undergraduate..... 45  
Graduate ..... 53  
Dismissal Policies..... 45, 53  
Distance Education..... 15  
Doctor of Education..... 59, 68, 169  
Double Major ..... 33  
Drop/Add Courses ..... 49, 54  
Drug-Free Schools and Communities Act  
Amendments of 1989 ..... 7

## E

Early Action Program ..... 21  
Early Childhood Education..... 178  
Early Education and Care (PreK-2) .... 178  
Earth Sciences, Department of ..... 93  
Economics, Department of ..... 157  
Education and Allied Studies,  
School of..... 162

Educational Environment ..... 12  
Educational Leadership..... 204  
Educational Personnel,  
Programs for ..... 59, 164  
Educator Licensure Programs ..... 59, 164  
Educator Licensure Tests Pass Rates ..... 8  
Elementary and Early Childhood  
Education, Department of..... 176  
Employment Opportunities ..... 31  
Energy and Environmental Resources  
Management ..... 159  
Engineering (see Pre-Engineering)  
English as Second Language..... 22, 322  
English, Department of..... 97  
Enrichment Program ..... 14  
Enrollment Policies ..... 48  
Environmental Biology Minor ..... 80  
Environmental Geosciences ..... 95  
Ethnic Studies Minor ..... 221  
Events/Special Programs ..... 17  
Evening Course Charges..... 25, 28  
Exchange/International Programs..... 17

## F

Faculty ..... 12, 438  
Family Educational Rights and  
Privacy Act of 1974 (FERPA)..... 6  
Fees ..... 25, 28, 29  
Field Experience (Undergraduate) ..... 41  
Finance ..... 150  
Financial Aid ..... 30  
Flight Training ..... 154  
Foreign Languages, Department of... 102  
Forensic Psychology Minor..... 222  
Former Course Number Notation ..... 228  
French..... 344  
Freshman Admission..... 19  
Freshman Admission Review ..... 19

## G

General Management  
Concentration ..... 158  
Geography, Department of..... 105  
Geology ..... 95  
Geophysics Minor..... 96, 125  
German..... 345  
Global Management  
Concentration ..... 159  
GPA (Grade Point Average) ..... 47  
Grading System  
Undergraduate ..... 47  
Graduate ..... 55  
Graduate Admissions ..... 60

Graduate Advisers and Program  
Planning (GRPP 501)..... 64  
Graduate Assistantships ..... 31, 55  
Graduate Policies and Procedures ..... 52  
Graduate Programs ..... 11, 68, 163  
Graduate Program Planning..... 64  
Graduate Program Requirements ..... 64  
Graduate Record Examination ..... 63  
Graduate Studies, School of..... 52  
Graduate Tuition and Fees ..... 28, 29  
Graduation Application  
Undergraduate..... 46  
Graduate ..... 55  
Graduation Dates (Graduate)..... 56  
Graduation Rates ..... 7  
Graduation Requirements  
Undergraduate..... 46  
Graduate ..... 56  
Graduation with Honors ..... 47  
Grants..... 16

## H

Haughey Academic Advising  
Program..... 14  
Hazing ..... 6  
Health Education..... 192  
Health Promotion Minor ..... 194  
Health Resources Management  
Minor..... 200, 222  
High School Record ..... 19  
History, Department of..... 108  
History, of the College ..... 5  
Honor Societies ..... 43  
Honors Center ..... 43  
Honors, Graduation ..... 47  
Honors Program ..... 15, 42

## I

Immunization Requirements  
(Graduate) ..... 56  
Inappropriate Behavior ..... 7  
Incompletes  
Undergraduate ..... 48  
Graduate ..... 56  
Independent Study  
Undergraduate ..... 41  
Graduate ..... 55  
InfoBear ..... 12  
Information Systems Management.... 159  
Instructional Technology  
Graduate Program..... 207  
Insurance ..... 26  
Intercollegiate Athletics Eligibility..... 50



Interdisciplinary Programs..... 43, 218  
 International Admission..... 22, 63  
 International Affairs..... 128  
 International Programs..... 17  
 International Students..... 17, 22, 63  
 International Study Tours..... 17  
 Internships..... 16, 41  
 Introductory College Skills Courses..... 14  
 Irish-American Studies Minor..... 223  
 Italian..... 346

## J

Japanese..... 346  
 Jeanne Clery Act..... 6  
 Joint Admission..... 20

## L

Latin American and Caribbean Studies  
 Minor..... 223  
 Law (see Prelaw)..... 224  
 LEAD..... 204  
 Learning Resources..... 14  
 Learning Beyond the Classroom..... 15  
 Legal Studies..... 128  
 Library, Clement C. Maxwell..... 12  
 Library Media Studies Graduate  
 Program..... 207  
 Librarians..... 451  
 Licensure of Educational  
 Personnel..... 59, 164

## M

Make-up Tests/Exams..... 50  
 Management, Department of..... 158  
 Major..... 33, 67  
 Major Programs  
 Undergraduate..... 10, 33, 67, 163  
 Graduate..... 11, 58, 163  
 Map..... 456  
 Marketing..... 159  
 Mass. Clean Indoor Act..... 7  
 Mass. Tests for Educator Licensure  
 (MTEL®)..... 9, 63, 167  
 Master's Degree  
 Programs..... 11, 58, 60, 163  
 Mathematics and Computer Science,  
 Department of..... 114  
 Mathematics Services..... 14  
 Meeting Times..... 228  
 Media..... 358  
 Mid-Semester Warnings..... 48  
 Middle East Studies Minor..... 224  
 Middle School..... 201  
 Minors..... 34, 67

Moakley Center..... 13  
 Movement Arts, Health Promotion,  
 and Leisure Studies,  
 Department of..... 184  
 Music, Department of..... 118

## N

New England Regional Student  
 Program..... 22  
 Non-Degree Status..... 24  
 Nondiscrimination Policy..... 6  
 Notebook Computer Program..... 15

## O

Oceanography..... 224  
 Officers of the College..... 434  
 Operations Management  
 Concentration..... 159  
 Orientation for New Students..... 17

## P

Philosophy, Department of..... 122  
 Physical Education (See Movement  
 Arts, Health Promotion and Leisure  
 Studies)..... 184  
 Physics, Department of..... 124  
 Plagiarism..... 44, 52  
 Political Science, Department of..... 127  
 Portuguese..... 348  
 Portuguese Minor..... 103  
 Postbaccalaureate Licensure  
 Programs..... 59, 60, 168  
 Postmaster's Programs..... 59, 163  
 Practicum..... 45  
 Practicum, Student Teaching..... 166  
 Predental..... 224  
 Pre-engineering..... 224  
 Prelaw..... 224  
 Premedical..... 224  
 Preprofessional Programs..... 218  
 Prerequisites..... 50, 56, 228  
 Prerequisite Notation..... 228  
 Preveterinary..... 224  
 Probation, Academic..... 45, 53  
 Professional Education  
 Programs..... 165, 166, 167  
 Psychology, Department of..... 133  
 Public Administration..... 129, 135  
 Public Archeology..... 70  
 Public Relations Minor..... 87, 225  
 Public History Minor..... 225

## R

Reading Program..... 182  
 Readmission..... 21  
 Reinstatement..... 21  
 Recreation Programs..... 17  
 Refund Policy..... 26  
 Registered Nurses..... 22  
 Registration  
 Undergraduate..... 48, 50  
 Graduate..... 54  
 Religious Life..... 18  
 Repeat Courses..... 48, 56  
 Research (Undergraduate)..... 16  
 Research (Graduate)..... 56  
 Residence Hall Charges..... 26  
 Residence Network..... 15  
 Return of Financial Aid Policy..... 27  
 ROTC Program..... 32  
 Russian..... 349  
 Russian and East European  
 Studies Minor..... 225

## S

SACHEM..... 13  
 Satisfactory Progress (see also  
 Academic Standing)..... 30, 45, 56  
 Scholarships..... 31, 43  
 School Administration  
 (see Educational Leadership)..... 204  
 School of Arts and Sciences..... 66  
 School of Business..... 149  
 School of Education and  
 Allied Studies..... 162  
 School of Graduate Studies..... 52  
 Second Degree Option..... 24, 46  
 Secondary Education and  
 Professional Programs,  
 Department of..... 200  
 Secondary Education Minor..... 201  
 Senior Citizens..... 26  
 Semester Notations..... 228  
 Service-Learning..... 17  
 Services to Students..... 18  
 Social and Cultural Events..... 17  
 Social Work, Department of..... 138  
 Sociology, Department of..... 142  
 Spanish..... 102, 350  
 Special Education and Communication  
 Disorders, Department of..... 209  
 Standardized Test Scores..... 19  
 Statute of Limitations (Graduate)..... 56  
 Student Employment..... 31  
 Student Government (SGA) Fee..... 28, 29



Student Responsibility .....	Inside front cover	Women's and Gender Studies	
Student Right to Know .....	7	Minor.....	226
Student Teaching		Work Study Program .....	31
(see Practicum, Student Teaching)		Writing Studio.....	14
Study Abroad .....	13		
Study Tours .....	13		
Studying and Research Services .....	14		

## T

Teacher Licensure.....	8, 59, 164
Techer Preparation Programs .....	8, 163
Technological Resources .....	15
Technology Center .....	13
"The Bridge" .....	16
Theater and Dance,	
Department of.....	145
Thesis .....	57
Transfer Admission .....	20, 57
Transfer Compact .....	20
Transfer of Credit after Admission	
Undergraduate.....	51, 160
Graduate .....	57
Transfer Students.....	20, 57
Transportation Concentration.....	159
Trustees, Board of.....	433
Tuition and Fees .....	25
Tuition and Fees Summary .....	28
Tuition Management Plan.....	26

## U

Undergraduate Adademic Experience ..	14
Undergraduate Academic Policies .....	44
Undergraduate Programs.....	10, 33, 67, 163
Undergraduate Research .....	16
Undergraduate Review .....	16
Urban Affairs Minor.....	225

## V

Veteran's Affairs .....	31
Voter Registration Act.....	7

## W

Warning Notices.....	48
Wireless Network.....	13
Web Addenda .....	Inside Front Cover
Web-Based Courses .....	13
Withdrawal from the College	
Undergraduate.....	51
Graduate .....	58
Withdrawal from Courses .....	51, 58
Women's and Gender Studies	
Graduate Certificate Program .....	227







## BRIDGEWATER STATE COLLEGE UNDERGRADUATE/GRADUATE CATALOG 2008-2009

### Accreditations and Certifications

#### New England Association of Schools and Colleges, Inc.

Bridgewater State College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
617.271.0022  
E-mail: [cihe@neasc.org](mailto:cihe@neasc.org)

#### Other Accreditations and Certifications

American Chemical Society  
Commission on Accreditation of Athletic Training Education  
Council on Social Work Education  
Council for Accreditation of Counseling and Related Educational Programs  
Federal Aviation Administration  
International Assembly for Collegiate Business Education  
Interstate Certification Compact  
National Association of Schools of Music  
National Council for the Accreditation of Teacher Education





Expect More. Achieve More.

131 Summer Street  
Bridgewater State College  
Bridgewater, MA 02325



PRSRT BPM  
U.S. POSTAGE  
**PAID**  
Bridgewater, MA  
PERMIT NO. 9